



# REMEMBER THE TIME

ANDOVER SCHOOL REPORT 1968

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# **ANNUAL REPORT**

# **1968**

## **OF THE SCHOOL COMMITTEE**

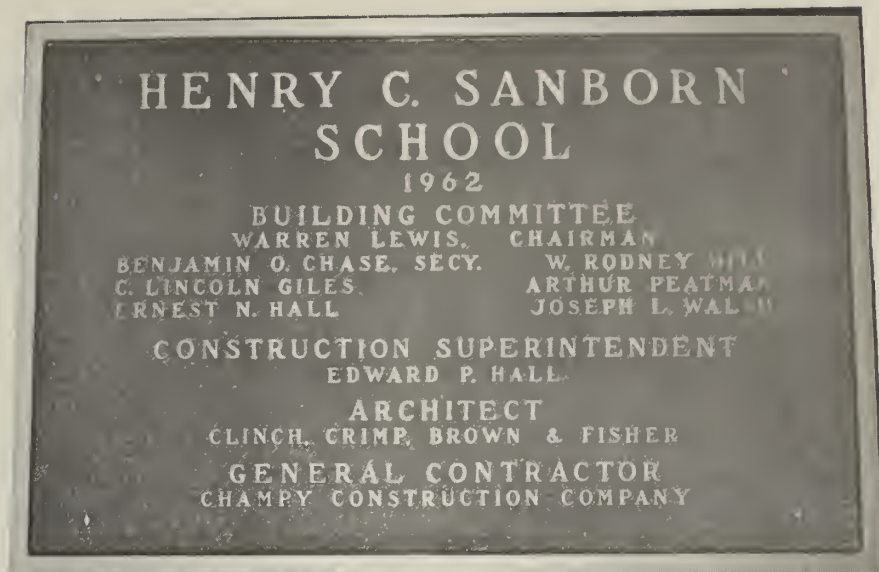
TOWN OF ANDOVER MASSACHUSETTS



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# SCHOOL COMMITTEE



## SCHOOL COMMITTEE

	Date First Election	Term Expires
William A. Doherty 15 Chestnut Street	1931	1970
Mrs. R. Milton Cole 268 Highland Road	1965	1971
Frederick P. Fitzgerald 95 Central Street	1966	1969
Dr. Richard A. Katz, Chairman One Strawberry Hill Road	1967	1970
William F. King Harold Parker Road	1968	1971

## SCHOOL COMMITTEE MEETINGS

The first and third Tuesday of each month excepting the months of March and August, at 7:30 p.m. in the School Committee Room at the Central Elementary School.

### SUPERINTENDENT OF SCHOOLS

Edward I. Erickson 28 Foster Circle

### ASSISTANT SUPERINTENDENT OF SCHOOLS for the ELEMENTARY GRADES

Vaughn I. Clapp 81 Cross Street

### SUPERVISOR OF GENERAL SERVICES

Jack Berberian 259 Lowell Street

### TRUSTEES OF PUNCHARD FREE SCHOOL

President: Rev. J. Edison Pike  
Secretary-Treasurer: Harry Sellars

Rev. J. Everett Bodge  
Arthur W. Cole  
Fred W. Doyle

Rev. Norman E. Dubie  
Dr. William V. Emmons  
Malcolm J. Ruhl



### DIRECTOR OF GUIDANCE

William J. Igoe

25 Vine Street

### DIRECTOR OF PHYSICAL EDUCATION AND ATHLETICS

Donald D. Dunn

9 Sutherland Street

### DIRECTOR OF CAFETERIA

Mrs. Florence McGrath

4 Florence Street

### SCHOOL PHYSICIAN

Dr. John J. McArdle, Jr.

47 Central Street

### SCHOOL NURSES

Mrs. Frederick C. Eastman, R.N.

103 Abbot Street

Mrs. John Kane

7 Carisbrooke Street

Mrs. William Long, R.N.

182 Summer Street

Ruth Westcott, R.N. (Head)

78 Summer Street

### SCHOOL DENTIST

Dr. Frank Himmer

1 Windsor Street

### SCHOOL DENTAL HYGIENISTS

M. Augusta Breck, R.D.H.

26 Eleventh Ave., Haverhill

Mrs. William H. Daley, R.D.H.

136 Ferry Street, Lawrence

Carol L. Reid

13 Tuckers Ct., Peabody

### SCHOOL VISUAL CONSULTANT

Dr. William V. Emmons

9 Locke Street

### ATTENDANCE OFFICER

William F. Tammany

116 High Street

### REPORT OF THE ATTENDANCE OFFICER

I hereby submit my annual report as Attendance Officer for the Andover Public Schools for the year 1968:

Truancies reported .....	44
Truancies investigated .....	40
Actual truancies .....	35
Visits to homes .....	24
Out-of-town truants picked up (Lawrence 6, Wilmington 2) .....	8
Visits to Industrial Plants .....	3
Cases prosecuted in Lawrence District Court .....	2

### SCHOOL CALENDAR

January 2, 1969, Thursday	Schools resume
February 14, Friday	Schools close at end of day for vacation
February 24, Monday	Schools re-open
April 18, Friday	Schools close at end of day for vacation
April 28, Monday	Schools re-open
June 20, Friday	Schools close

### TENTATIVE

September 4, Thursday	Fall sessions begin
November 26, Wednesday	Close at noon for Thanksgiving
December 1, Monday	Schools re-open
December 23, Tuesday	Schools close at noon for Christmas

### Schools Not in Session On the Following Days

March 26, Teachers' Convention	September 2 and 3 Teachers Work Days
April 4, Good Friday	November 11, Veterans' Day
May 26, Memorial Day	

## SCHOOL CANCELLATIONS

It will be the policy of the School Department to close school only in case of extreme weather or travel conditions; otherwise, to hold regular sessions. The widely varying conditions in the several parts of Andover make it difficult to reach decisions equally fair to all.

PARENTS ARE URGED, THEREFORE, WHEN SCHOOLS ARE OPEN ON STORMY DAYS TO EXERCISE THEIR PERSONAL JUDGMENT AS TO THE WISDOM OF SENDING THEIR CHILDREN TO SCHOOL

Parents and pupils are requested to refrain from telephoning the Fire Department, Police Department, and the School Department offices to inquire concerning the school sessions. Parents are urged to wait for the announcement to be made or the signal given.

*Remember the Punchard Ode.*

### PUNCHARD ODE

*Our dear Alma Mater, fair Punchard, all hail!*

*In faith ever filial and true,*

*Our pledge of a love for thee never to fail,*

*Again hand in hand we renew;*

*To thee in the spirit and light of the hour,—*

*This oasis green of our way,—*

*All gemmed with bright stars of our hope in the flower,*

*We bring a fresh garland to-day.*

*—William G. Goldsmith*

## NO SCHOOL SIGNAL

### FIRE DEPARTMENT WHISTLE

6:45 A.M. No School—All Grades—All Day

7:30 A.M. No School—Grades K-6—All Day

11:45 A.M. No Afternoon Sessions—Grades K-6

ANNOUNCEMENTS CANCELLING SCHOOL SESSIONS WILL BE MADE OVER RADIO STATIONS WBZ, WLLH, WCCM, AND WHDH

### ENTRANCE REQUIREMENTS

1. Children entering kindergarten must be five years old on or before January 1 of the current school year.
2. A successful vaccination before admission is required.
3. A copy of the child's birth certificate is required.
4. First Grade—to be admitted to the first grade a child must be six years of age on or before January 1 of the current school year.



## Philosophy

### ANDOVER SCHOOL COMMITTEE

The greatness of a nation may be manifested in many ways — in its purposes, its courage, its moral responsibility, its cultural and scientific eminence, and the tenor of its daily life. Ultimately the source of its greatness, however, is in the individuals who constitute the living substance of the nation. It is the primary responsibility of the educational system to deal with the individual.

In order to effectively fulfill this responsibility the Andover School Committee places special emphasis on the recruiting, retaining and effectiveness of a well-qualified professional staff; developing and administering a curriculum designed to satisfy the educational needs of all students; and providing adequate physical facilities in which to conduct the educational program.

Furthermore, the Andover School Committee places emphasis on the promotion of good citizenship reinforcing and supplementing the work of the home and church in developing men and women who will participate intelligently in the life of our country.

It shall be the policy of the Andover School Committee to promote education which is intellectually stimulating with the highest possible level of academic and vocational achievement. The School Committee shall provide education that develops citizenship, mental health, and the ability to live effectively with others. With such guide-lines, the Andover School System will continue to perform well its mission as the major social institution for helping youth become responsible adults.

*Remember the time in 1926-there were 61 teachers in the whole Andover school system and Henry C. Sanborn was Superintendent.*

## STATEMENT OF THE SCHOOL COMMITTEE

*Remember the years Frederick E. Cheever gave to the Andover school system.*

### Dr. Richard A. Katz, Chairman

The year 1968 was one of continued problems, changes, and accomplishments for the public school system. Because of its rapid growth the Town of Andover continues to face all the problems and overwhelming financial obligations which are at present besetting the communities of the Commonwealth. The explosive growth in population which comes along with increased residential construction in the Town has brought rapid expansion of the school population. The evolution and development of the school curriculum have required new teaching techniques, new material and in many cases, re-education of the teaching staff. Most significantly, and perhaps least well understood by the citizenry, is the development of yearly negotiations concerning salary and working conditions between school committee and representatives of the teachers, administrators, and custodians. In addition, the announcement by Edward I. Erickson, Superintendent of Schools, of his retirement will bring to



the end the guidance and supervision of this educator who has overseen the growth of our system from that of fourteen hundred pupils to the present one four times that size.

The Townspeople certainly need no reminder of the problems incurred by the rapid growth of school population. This growth which has averaged some seven per cent per year in recent years has meant the rapid construction of many school buildings. The end of such construction, unfortunately, is nowhere in sight. In 1968, the new senior high school was opened and is already near capacity. The Bancroft Elementary School is approaching completion, but before it is ready an addition to the West Elementary School, in itself the size of a traditional elementary school, has already begun. A second junior high school was opened in the former senior high school and yet an addition for this building is already being planned. By 1971 additional elementary and high school classrooms must be added to the system. In addition, the increase in population has meant



that the number of teachers has had to be increased as well. Over the past three years between forty and fifty new positions have been added each year. So long as the growth of the community continues the population problem will remain a serious one for the School Committee and for the Town. The financial outlay necessary for new buildings and additional teachers is indeed a heavy burden.

The most significant change in recent years in the Andover Schools, as in schools everywhere, has come about by the law which gives teachers and other groups the right to bargain collectively. As a consequence of this law the salary of the average teacher in Andover has increased approximately thirty per cent in the past two years. This, together with the additional number of teachers which has been necessary and the proportional increase in administrators' salaries, has increased the salary portion of the school budget some sixty per cent in only two years. This represents approximately one and one-half million dollars difference in the yearly budgets for these two years. Each community in the state must remain competitive in salaries in order to attract desirable teachers. Until the law is altered or School Committees band together in a strong, communicative bargaining organization the salary spiral seems to be headed indefinitely upward. It is reasonable to wonder how long communities can shoulder such a tax burden.

Despite the problem involved with population growth and salary increases there are pleasant aspects of the school program to report as well. During the past year the continual progress or "non-graded" elementary program was further developed and certainly should prove to be an exciting program which will benefit all of our students. The policy of the School Committee is that this program shall extend into the secondary schools. New reading and mathematics programs have been developed in summer workshops and these programs will slowly spread to all the elementary schools. The remedial reading program has been greatly expanded and improved with the addition of trained volunteer tutors for those children who have special reading problems. With

the addition of specialists, the guidance, speech and hearing, arts and music programs will be expanded.

At the secondary level 1968 brought adequate space for junior and senior high schools for the first time, however temporary it may be. As a result homogeneous grouping, expansion of the program, and more ideal pupil to teacher ratios have been accomplished. In the high school new electives were offered for the first time. The library programs at all levels have been expanded and are continuing to grow in order that they approach the ideal for a modern school system.

A group of interested citizens from the community together with representatives of the school department have developed and suggested a program of family living and sex education. This program will probably be instituted during the 1969-70 school year. A pilot swimming program was successful and has been expanded to cover the entire school system at the fourth grade level.

The announcement by Edward I. Erickson of his approaching retirement at the end of the present school year saddened the entire School Department. For nineteen of the past twenty-five years Mr. Erickson has ably guided and controlled the growth of the Andover School System from a relatively simple one to the large and complex system it is today. During this period the school population has quadrupled, the numbers of teachers and administrators have increased fivefold, and the budget has increased proportionally even more. Despite all the problems involved in the management of such rapid and continual growth his wise direction assured a constant increase in the quality of Andover education. The legacy of the tenure of the Superintendent will be found in the thousands of its residents who have been fortunate to receive their education during this period. The superiority of the Andover School System is testimony to his administrative success. Though we wish him well in retirement Mr. Erickson will be sorely missed by the School Department and the Town of Andover.

The management of the Andover School System is a difficult, complicated and expensive job. Only through the continued support and loyalty of their fellow citizens for the School Committee can it be hoped that all the problems approaching in the near future will be solved successfully.

*Remember the time Joseph Doherty won \$10.00 from the Parker Memorial Prize in 1927 and there were 48 graduates.*

# REPORT OF THE SUPERINTENDENT OF SCHOOLS

Edward I. Erickson  
I.

The year 1968 witnessed continued growth of the public school system. Since the annual report of one year ago the gain in enrollment was 286 students (5%) for a new record total of 5550 divided as follows by school and grade —

ENROLLMENT BY SCHOOL AND GRADE — JANUARY 2, 1969

	K	1	2	3	4	5	6	7	8	9	10	11	12	Special	Adjust.	Total
Bancroft	25	26	20	20	25	26	28									
	25	25	23	18	27	24	27									
	50	76	61	56	75	75	55									448
Central	30	28	23	24	31	34										
	29	26	25	25	31	35										
	29	27	24	24	32	33										
	30	27	24	25												
	118	108	96	98	94	102										616
Jackson														11		
														10		
														31	11	42
Sanborn	18	25	30	32	33	14	34									
	24	22	27	37	29	32	37									
	14	26	28	34	32	29	26									
	25	12														
	81	85	85	103	94	75	97									620
Shawsheen	22	20	19	27	27	30										
	22	18	20	29	25	30										
	18	21	18													
	62	59	57	56	52	60										346
South	27	20	22	15	23	24	22									
	27	22	22	20	22	22	23									
		22	23	21	19	22										
	54	64	86	56	64	68	45									437
Stowe														159		
							159									159
West	25	19	22	29	32	25										
	37	20	22	33	34	24										
		20	20		16											
	62	59	64	62	82	49										378
East Junior High School								229	216	229				13	8	695
West Junior High School								18	78	210	215	204				725
Andover High School	427	451	449	431	461	447	434	439	431	433	383	374	327	44	19	1094
											383	374	327			5550

*Remember the time there were 1581 children enrolled in the Andover school system (1931).*



Several changes made during the year to meet the space needs for the school population must be recorded.

- The new high school was occupied on February 5 by 1024 students.
- Following the February vacation the students of the junior high grades were divided into two schools — 600 moved to the building on Shawsheen Road and to be known as the West Junior High School 623 remained at the Bartlet Street location and to be named the East Junior High School.
- District lines were altered as we planned for a new school year in September in anticipation of the completion of the Bancroft School. Children were transferred from the Central and South Schools and others were shifted from the Sanborn School to the South School. Thus two separate faculties and student bodies were created — one to utilize the new Bancroft building and the other to be housed in the South School. Since the Bancroft construction was not completed at the beginning of the fall term arrangements were made to operate on a split day basis, the South School children have attended in the

morning and the pupils comprising the Bancroft population utilize the facilities of the South School in the afternoon.

This situation has persisted throughout the first five months of the present school year. At this writing we are hopeful that the new school will be occupied before the end of the current month (February).

Measures taken to organize the membership of the Bancroft have been the means of furnishing some relief to crowded conditions at the Central, Sanborn and South Schools.

- d. In order to relieve some crowding at the Shawsheen School the sixth grade of fifty-five pupils are being transported to the Stowe building to join about one hundred children who rightfully should be housed in the Central School.

- e. Four rooms were provided in the West Junior High School to care for a fifth grade class and the sixth graders as transfers from the West School on Beacon Street. This step was absolutely necessary to ease the large classes in the latter structure.
- f. Ground was broken during the fall for an addition of twenty-four rooms and other facilities to the West School. With its completion in September 1970 district lines will be changed to take pupils from the Sanborn School and, to a limited extent, from Shawsheen.

## II.

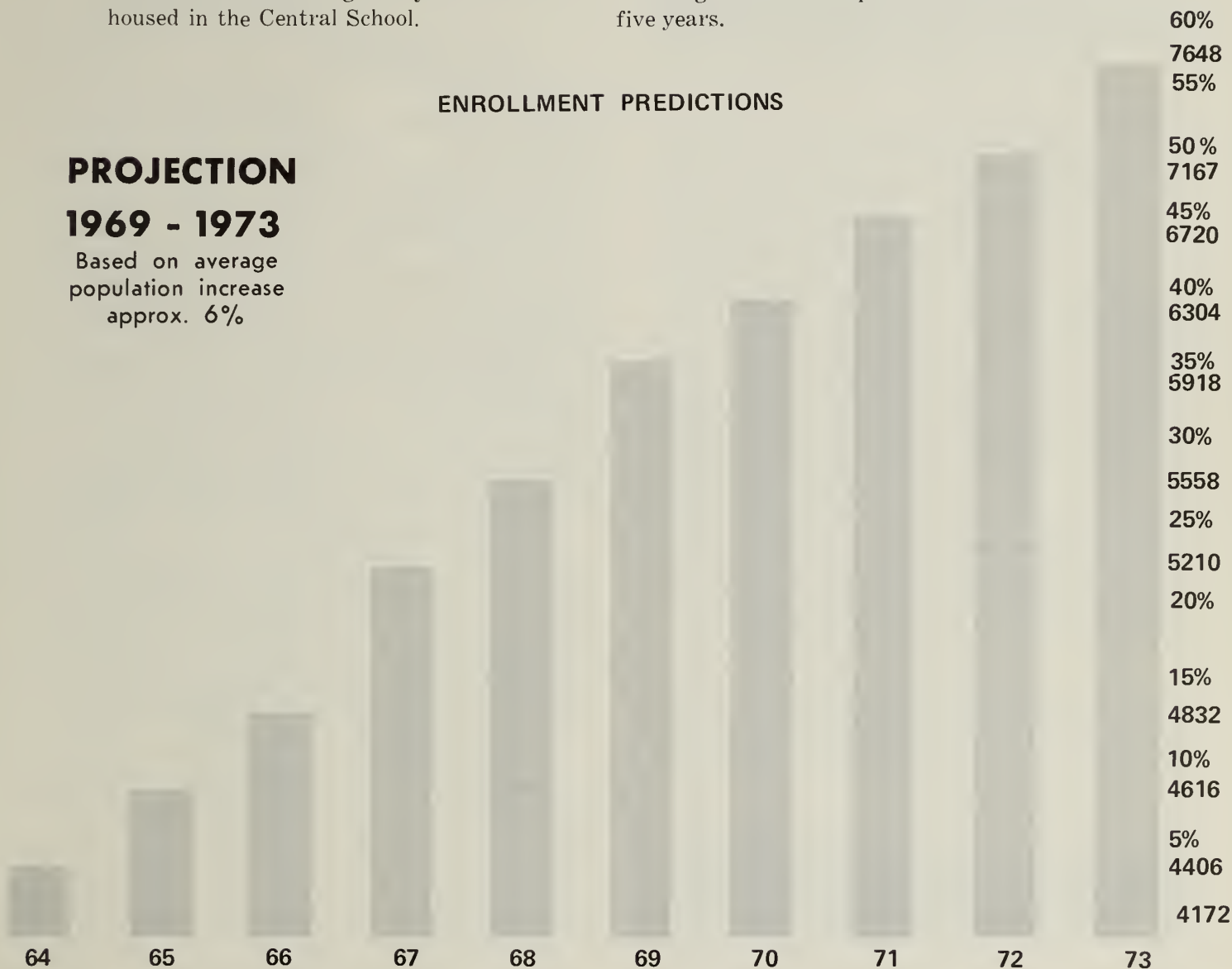
The accompanying chart shows our forecast on the growth of the public schools for the next five years.

### ENROLLMENT PREDICTIONS

## PROJECTION

### 1969 - 1973

Based on average  
population increase  
approx. 6%





*Remember the time in 1928 Charlie Stewart won first prize in the Manual Arts for his tool chest.*

An analysis of these figures by grade levels shows the need for additional space for our contemplated future growth. These needs have been discussed by the School Committee, with other Boards, mentioned in previous reports, and most certainly bear repeating here, as follows:

- a. An addition to the senior high school for a total of 2000 students—classrooms, auditorium and other facilities.
- b. An addition to the West Junior High School to a total capacity of 1000.
- c. Construction to relieve the Central and Shawsheen Schools.
- d. Finding adequate space for the central offices of the school department.
- e. The acquisition of sites throughout the various sections of Andover for future schools, secondary as well as elementary.

We must thank the Town Manager for his endeavor to improve the East Junior High building during the year. Much work has been done under his direction to make the plant a more pleasant place in which to teach and learn. We are confident that the completion of the project will provide facilities for a fine educational program.

May I express a word of appreciation to the members of the various building committees: High School, Bancroft School and West School Addition. These groups have willingly devoted much time and effort to give the Town the best possible returns for the funds made available. We should be eternally grateful to these citizens.

### III.

Two excellent teachers retired during the year: Frances Dalton and Frances St. Germain. We are grateful for their dedicated service over the years. We are sorry to have lost the value of their outstanding ability.

*Remember in 1932 when Mrs. Margaret Kimball retired.*

The following resignations were received during the year:

Christine Alessandrone	Theresa McAndrew
Lee H. Allen	Susan McLaughlin
Ellen Barber	Martha Meaney
Elizabeth Bennett	Anne M. Monahan
Barbara Bioren	Robert Miner
Ann Boyd	Carol Mooradian
Joseph Dorsey	Geraldine Nickmeyer
Barbara Hanscom	Mary O'Connor
Carol Hooper	Barbara Steinhacker
Ruth Hurka	Nancy Stockwell
Kathleen Johnson	Joseph Sullivan
Dana Kindt	Ann Tarter
Joan R. Lynch	Pamela Wheeler
Bruce MacDonald	Catherine Wojtkun

A leave of absence was granted to:  
Elaine Williams

Appointments were made as follows:  
*Andover High School*

Diana K. Balmat	Jeanne E. Gugino
Margaret Bennett	Janet L. Hill
Robert Carroll	Robert Lawson
Maryanne Coccozza	Myra Morse
Mary A. Conroy	Philip Nelson
Francis DellaMonica	Ann S. Porter
Richard Evans	Winston C. Ryan
Maureen Fitzgerald	Barbara A. Sevigney
Alison Guess	Suzanne Shaw
Kittredge Henschman	Patricia Sheehy

#### *East Junior High School*

Peter Anderson	Frederick Nader
Richard Bourdelais	Paul S. Ociepa
Barbara Fogg	Stephen Richardson
Joan Green	Barbara Somers
Franklin Hayward	Carolyn S. Warmington
Medora Houston	Christa Wolfe

#### *West Junior High School*

Doris Bernardin	Brenda J. Meade
Iris Cove	Rebecca Ovidia
Anthony Covino	Mary Pfeil
David Hudson	Kathleen S. Sullivan
Carolyn M. Sullivan	John Tracy

#### *East and West Junior High School*

Phyllis Jo Anderson	Donald Snyder
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#### *Bancroft School*

Joyce Britton	Paula Forrest
Janet Cooper	Geraldine Hajjar
Brenda Lee Desmarais	Anne Kenney

#### *Central School*

Cecilia Driscoll	Bonnie Jeanne Madden
Lois E. P. Iram	Carol Ann Pattavina

#### *Sanborn School*

Leslie J. Whitley



*Shawsheen School*

Maureen E. Bernard	Mary Ellen Mullin
Carlene Darby	Eileen H. Palermo
Rosemary Keene	

*South School*

Walter Perkins, Principal	Rita Funi
Janet Baccari	Sherry Gilman
Louise Cullinan	Anne O'Connor
	Gertrude Reoch

*West School*

Margaret Bradford	Roberta H. O'Rourke
Virginia Castles	Janet Russell
Frances Honkonen	Elaine Sammataro
Marylou Jude	Marion Vacek
Judith Nail	

*Others*

Anu Ballou, Elementary Art  
Maurice T. Ferris, Elementary Physical Education  
Mary Guziejka, Elementary Music  
Virginia Kane, Nurse  
Jane Markiewicz, Elementary Remedial Reading  
Carol Reid, Dental Hygienist  
Lilian Silsby, Elementary Art  
Martin Tarlaian, Elementary Music  
Isaac Miles Wasserman, Elementary Guidance  
Linda Yee, Elementary Art

PROMOTIONS AND TRANSFERS

Annetta Freedman, Librarian to Director of Librarians

Eileen Grudenski, Science, Junior to Senior High  
Richard Swift, Physical Education, Junior to Senior High

To Bancroft — Earl Simon, Principal from South  
Madeline Christopher, Grade 4, from Shawsheen  
Sandra Cohen, Grade 1, from West

Jane Collins, Grade 3, from South  
Hazel Cox, Grade 4, from West

Alice Dunn, Grade 2, from West

Marion Fahey, Grade 2, from South

Sumner Fox, Grade 6, from Stowe

Maureen Mangiaglia, Grade 2, from South

Barbara Puzio, Grade 5, from West

Elizabeth Romeo, Kindergarten, from Sanborn

Margaret Sawyer, Grade 3, from South

Mary Lou Shea, Grade 1, from South

Adeline Wright, Grade 1, from Central

To Sanborn — Agnes Devejian, Grade 1, from West

To Stowe — Rita Dubrule, Grade 6, from Shawsheen

To West — Gloria Turgiss, Kindergarten, from South

To West Junior High — Charles Donovan, Grade 6, from West

Gladys Hart, Grade 6, from West

A total of eighty-six new faces were added to the faculties during the year. Of these, forty-four replaced those retired or resigned for various reasons whereas forty-two additional were necessary to meet the growth. Many transfers were made within the system in order to staff the Bancroft School.

The recruitment and selection of new personnel remains the single most important responsibility of the administration. Hundreds of applications are processed each year and every care is taken to select the best possible talent available.

*Remember the time Charlie Tower was Uncle Sam in the Class Pageant (1934).*

IV.

The 1969 budget request has not been finalized. Presently, the total of \$4,735,187 is an increase of \$886,749 over the appropriation in 1968. The salary portion has been increased by \$785,307 while expenses have grown by \$101,442.

A breakdown of these amounts should be helpful —

Salary Budget — Increased by \$785,307

1. There are built-in increases in the budget due to salaries for a full year in 1969 of the personnel hired for the first time in 1968. Increments granted during 1968 for part of that year must be continued for a full 1969 budget year. These factors are contained in the 1969 proposed budget amounting to \$301,089.

2. An adjustment was made to the basic teacher salary scale as a result of negotiations with the Andover Education Association and to meet the competition of other systems. These changes, along with increments already considered salary policy, will total at least \$65,571.

3. The addition of new teachers planned for 1969 will cost \$117,833. This additional staff is needed to reduce class size at all levels, to broaden the curriculum and to provide more complete services in reading, speech and hearing therapy, instruction of the perceptually handicapped and physical education.

4. Increased library services in all schools, the opening of another library at Bancroft, increments and adjustments to the librarians in the schools including those in the elementary schools

who became employees of the public schools for the first time in 1968 will cost an additional \$27,000.

5. Additional personnel at the administrative level due to the expansion of the system, promotions within the system, adjustments to scale and increments to other administrators represent \$73,657.

6. More personnel at the secretarial, custodial and health levels which is necessary with the growth of the schools and earned increments for these employee groups represent \$96,000 of the increased budget.

7. Programs for teacher aides, health education, teacher workshops for curriculum development, longevity allowances, a pilot swim program, professional improvement increments and sabbaticals means an allocation in the budget of \$58,300.

8. Additional guidance personnel, adjustments and increments for present guidance staff and audio-visual full-time \$45,826.

Expenses — \$101,442 increase

1. The extra expense items under administration amount to \$18,100 which includes professional assistance for the development of educational specifications for additions to the high and junior high buildings, and investigation on the feasibility of additions to certain elementary buildings and retaining a consultant to aid in the replacement of the retiring superintendent.

2. Modern programs demand better materials and larger enrollments mean greater expense in textbooks, supplies and related materials, library books, audio-visual and testing materials \$66,700.

3. Transportation costs continue to mount with increased school populations. An additional \$60,000 has been set aside to meet these demands.

4. The operation of the new high school, the expected occupancy of the Bancroft School in the next few weeks, and the maintenance of all equipment and buildings will add \$34,650 to the expense section of the budget.

5. An added amount of \$25,000 for Blue Cross — Blue Shield payments for school employees is partially offset by reductions in other items.

6. A reduction in other budget items such as student body activities, acquisition of fixed assets and tuition amounted to \$14,292 bringing total expenses to \$190,158.

7. The following amounts will be used to reduce the budget under expenses for 1969: \$47,980 received under Public Law 874 and \$5,885 as NDEA Title III funds. Also, unpaid 1968 bills totaling \$34,850.53, must be defrayed leaving an expense total increase for 1969 — \$101,442.

Estimated receipts returned to the Town Treasury for 1969 will approximate a total of \$643,227 as follows:

General Fund, Chapter 14, Acts of 1966, Amending Chapter 70	\$458,535.
Transportation, Chapter 71	60,632.
Special Class Reimbursement, Chapter 69 & 71	45,751.
Transportation of Special Education Students, Chapter 71	3,464.
Vocational Education, Chapter 74 Amended	37,668.
Transportation of Vocational Students	691.
N.D.E.A. — Titles	3,500.
State Ward Reimbursement	9,976.
State Ward Transportation	603.
Summer School	12,000.
Tuitions (10 A.B.C. & 6 Teachers' children)	8,934.
Rental and Free Cash	1,473.
	<u>\$643,227.</u>

In 1968 the return to the Treasury for the same items was \$470,607.

Reimbursements which will be received by the Town Treasury during the year for new school building construction, according to Chapter 645, Acts of 1948, will include.

West Junior High	\$26,536.91
South School	11,174.83
Sanborn School	21,689.13
New High School	91,789.47
Bancroft School	35,350.00
West School Addition	46,000.00
	<u>\$232,540.34</u>

The 1968 re-imbursement under Chapter 645 was \$151,190.34.

It should be noted that \$44,760.85 was returned to the Town as a balance in the salary account of the 1968 budget.

School costs continue to rise. School committees and school administrators everywhere are quite aware that they are paying more for education each year — a great deal more — and the taxpayers are liking it less — and less. Nationally, this year's increase over a year ago is the steepest



twelve month rise in ten years and it is quite possibly the sharpest school spending rise ever.

The reason for higher school costs cannot be blamed solely on inflation — nor even on greater enrollments. Other factors leading to spiraling costs include higher salaries and the desire of the administration to maintain and improve the quality of the program. Our greatest concern is the ability as well as the willingness of the community to support education.

Andover's latest average per pupil cost was \$631 —divided as follows — high school \$740, junior high school \$787 and elementary \$531.

The Massachusetts average per pupil expenditure for the same period was \$588.

#### V.

Each year seems to be busier than the previous one. Reports of the administrators published in this booklet furnish information which describes activities in their particular areas. Reports of others on file in my office give a complete accounting of the public schools.

We believe that education should become more and more individualized since some students learn one way best while others another. A teacher today must be well prepared and knowledgeable in his subject matter. However, if he does not know how the student learns and if he thinks that he can teach them all in the same way, then he will not accomplish his goals.

The School Committee's established policy for a continual progress plan has been received positively by the administrators of all schools. Effort towards the implementation of that policy has started at all levels. In the secondary grades the individual student is programmed as accurately and sensitively as possible, taking into consideration his native ability, past performance, and choice of subjects. Opportunity to move from one division to another as a child improves or falls behind is built into the schedule as much as possible. Homogeneous grouping in the five major disciplines is of prime importance. In the minor subjects, grouping tends to be heterogeneous as in homerooms.

The development of the "levels" approach in the secondary areas of social studies, English, mathematics and physical education has been the means of the student working according to his ability. Reference to this approach is contained in the reports of the Principals.

Other new programs worthy of mention in the secondary schools include: a broadened pro-

gram of electives, personal typing in grade nine—elected by seventy per cent of the students, music theory and appreciation, an adjustment/emotionally disturbed class, expanded scope of reading to include remedial, and a required enrichment course in oral development at the ninth grade level.

Much has been going on at the elementary level; such as, a tutor training program for the perceptually handicapped child, a program for the training of teacher aids, a pilot kindergarten study, and a special swimming program for the trainable pupils in addition to the one for grade four in all schools. The addition of specialists in art, music, speech and hearing therapy has resulted in the expansion and broadening of these programs. Workshops for teachers will continue in the summer leading toward an ungraded plan for all children.

There has been an increased use of the mental health team and guidance services at all levels. Plans are now underway for the improvement of the health education program.

#### VI.

No attempt has been made in this, my final annual report as Superintendent of the Andover Schools, to describe many phases of our work.

Our wish, in this document and those of previous years, is to acquaint the public with some aspects of the system. We hope, as a result, the general public has become aware of the accomplishments of the schools and the many problems confronting education in general.

It has been a real privilege to have served the schools for nineteen years. I am grateful for the kindness and understanding accorded to me. Any success which has been attained over the years is the result of the assistance and cooperation of many individuals and groups.

I wish to acknowledge with sincere thanks the following —

The members of the School Committee for their excellent efforts in a most difficult and responsible role.

The entire school personnel for their attempt to provide the best educational program possible.

The various departments of the Town—such as, the Police, Fire and Highway — for their special services.

The Parent Teacher Associations, and similar organizations, for their interest and help.

To those groups, and many others, I am most grateful.

# REPORT OF THE ASSISTANT SUPERINTENDENT OF SCHOOLS FOR ELEMENTARY GRADES

Vaughn I. Clapp

It is gratifying to note the growth in the elementary school program over the past year. Credit for that growth must be given to the teaching staff for their contribution has made it possible.

Teacher participation in Elementary School Summer Workshops has made necessary revision and improvements in the Reading and Mathematics curriculum. The Reading Workshop, under the direction of Mrs. Robert Murphy, Reading Supervisor, consisted of a group of fourteen teachers who represented most of the elementary schools. Its primary purpose was revision of the reading levels program developed in the 1967 Summer Workshop. The participants gained a better understanding of reading skills and teaching techniques.

The Mathematics Workshop, made up primarily of the Bancroft School staff, had a different purpose. The existing curriculum has been an area of concern, especially considering our movement towards a continuous progress program for all children. A math levels program was developed under the direction of Mrs. Florence Plato of Southern Connecticut State College. The group spent the first part of the four weeks in intensive review of mathematics concepts to establish a common language. The remainder of the period was spent in constructing a curriculum, testing program, specific exercises, and listing the existing resources available to match each level. The program is designed to follow the Cambridge Report of 1963, *Goals for Elementary School Mathematics*. The report lists goals that hopefully will be attainable within the next generation. It is being used, in part, at the Bancroft School this school year. Revision and further development of specific materials should take



*Remember in 1935 the School Committee organized the first adult school.*



place this summer. In-service work for the remainder of the elementary school staff and a full-time mathematics specialist will soon become a necessity if the program is to be implemented in all the schools.

Classroom space continues to be a major problem. The Bancroft School will provide relief for South School and minimal relief for Central School. Sanborn, West, and Shawsheen schools remain overcrowded. The decision at the Special Town Meeting on October 7, 1969, to provide an up-to-date modern facility as an addition to West School will provide much needed space by 1970. By that time, the Central and Shawsheen districts will be greatly overcrowded. Studies were authorized late in the fall to determine the feasibility of an addition and updating of the Central School beginning in 1970. Consideration will also be given to adding classrooms and updating the facilities at South and Sanborn schools. A modern library, special classrooms for handicapped pupils, large and small group instruction areas, remedial rooms, science facilities, and the like should be provided for all the children in the community, not just for those who happen to be in an entirely new school.

Double sessions were reluctantly approved by the School Committee for South and Bancroft Schools. The shorter school day for pupils has not appeared to deprive them of learning in their basic skills. It has provided a very beneficial by-product—time for the professional staff to work and plan together. Planning time is vital to improved instruction. We need to make provision for the maintenance of such time on a regular basis if we are to take full advantage of the ability and enthusiasm of the professional staff. The success of the program thus far at the two schools is due to a cooperative spirit on the part of pupils and parents, but more especially to the teachers and administrators for the commendable way they have worked together.

The community involvement in programs for children with learning disabilities has been quite extensive this year. Mr. Thomas Brophy, Director of Physical Training at the Eagle Hill School at Hardwick, conducted a motor training program parents and teachers. Twenty Andover pupils were used for demonstration purposes and gained some benefit from the experiences. The course demonstrated the benefit of special grouping of pupils in physical education for remedial purposes. There are presently some small groups receiving motor development training.

*Remember the Class Song.*

#### CLASS SONG

*Of Punchard we'll sing, let our voices respond  
To the thought that is dear to each soul.  
Inspired and fostered by lofty ideals,  
Achievement is ever our goal.  
Let all our ambitions be shaped to the end  
That a credit to thee we may be;  
Though our paths may diverge, be there ever  
the urge  
To be faithful and loyal to thee.*

*The speeding years glide on the wings of the morn;  
They pause not to leave in their wake  
A hint of the hardships that life can exact,  
Whatever the course we may take.  
'Tis only through trial, like well-tempered steel,  
That the value of service is found.  
May we rise to the test, of ourselves give the best,  
Hail to Punchard! Our praises resound.*

*Robert Abercrombie*



#### IN MEMORIAM

Roger Whitcomb, Head Custodian of the Andover High School — a faithful worker and an ardent supporter and booster of the Andover Schools and the young people of the town.

Fred L. Collins, Head Custodian of the Andover School System, a devoted employee for a period of forty years — and a wonderful friend of all — retired October 23, 1962.

Each one is affectionately remembered for dedicated service and outstanding contributions to the Andover Public Schools and Community.

A tutor training program began in October for 38 volunteer mothers who desire to become tutors of perceptually handicapped children. Twenty of those beginning training were from Andover, the remainder from Methuen and North Reading. The tutors are required to serve 300 hours of carefully supervised work with individual children before they can be accepted by the State Department of Education as suitably trained for such work. They are spending many more hours in preparation and planning time. A total of 5700 hours will be spent tutoring our pupils who have learning difficulties before the start of the next school year. The dedication and diligence these tutors have displayed, strictly on a volunteer basis without remuneration of any kind, is unusual and highly commendable.

The rationale for such a program is a simple one—there are not enough trained people to fill the needs of our pupils in this educational specialty, nor are educational institutions equipped to provide them for us. In the fall of 1969 we expect to employ enough tutors from our training group to meet the needs of pupils with learning difficulties.

Another phase of the training project included our Guidance, Reading, and Speech specialists. Their instructional program, extended also to Methuen and North Reading specialists, was designed to improve diagnostic skills. They began in October and meet Thursdays to accumulate a total of 40 hours of instruction.

The entire training program was financed by a special Federal grant under the auspices of the State Department of Education, Division of Special Education.

Another Federally funded program was developed as a summer school project for pupils with speech problems. Therapy was provided more often than is possible with our present staff during the school year. Dr. Joel Friedman, our Consultant Psychologist, conducted a series of group meetings with the parents of speech handicapped pupils. It was established to help the parents understand the personal problems a child with this difficulty encounters.

A small amount of Federal funds were made available early in the summer to enable us to begin a kindergarten research project. The funds were used to plan the project, describe the areas of study, and define the research materials. The kindergarten curriculum is in need of change, but before we can be certain we are doing it properly, we need more information about the

pupil's knowledge and readiness when he enters school. The information-seeking project is being carried out at Sanborn School under the direction of the principal, Joseph Normandy, and in Mrs. Beaulieu's classroom. It consists of a series of tests and observations that are carefully recorded to provide a composite picture of each child. When the data has been summarized, we expect it will give us a sense of direction for future curriculum change.

The planning committee consisted of representatives of the Reading, Guidance, and Speech Departments, Dr. Joel Friedman, Consultant Psychologist, Dr. John Soltys, Consultant Child Psychiatrist, and Dr. Nina Fish, a nationally known Early Childhood Education Consultant.

The school system, in cooperation with Science Research Association of Chicago and the University of Hartford, sponsored a non-graded workshop last February. Forty-eight local staff members participated and an equal amount came from other school systems. Representation was widespread and included people from Michigan, most states in between, and all of New England.

The Andover Evening Study Program for Adults, operated at Phillips Academy, sponsored an orientation and instruction program for volunteer teacher aides in September. Twenty Andover people participated, and most are presently donating their services to children in the school system. Some of the work being done serves to relieve a teacher of duties so that she can spend more time with individual children. The program was taught by members of the staff in the Andover school system. The volunteers, many of whom have doubled and tripled their working time since they started, are providing a very valuable service.

A Study Committee, began in 1967, has produced recommendations that will affect the school's health program. One phase of the proposal calls for the insertion of a specific program in family living as part of the curriculum. Special in-service training for staff members and a summer workshop for curriculum development is planned.

The community and schools are growing in population. The problems caused by growth should not prevent us from growing in other ways to improve the educational program. Today's First Grade pupil will graduate from college in "1984." We must begin to prepare him now.



# R E P O R T   O F   T H E S U P E R V I S O R   O F G E N E R A L   S E R V I C E S

*Remember when Mr. Dunn, Mr. Blanchard and Mr. Dimlich taught Physical Education and Sports and Preston Wade won the Spelling Contest*



Jack Berberian

This year the tenth and largest building in the Andover Public Schools was completed. The new Andover High School was a much-needed building which alleviated the over-crowded secondary schools. Because of its size, a forty percent increase in the custodial staff was necessary, and many other fixed costs were built into the operation and maintenance of the building.

The former High School was converted to the West Junior High School with minor changes.

Renovations were started on the East Junior High School to upgrade the building. This work is being done under a special appropriation of \$400,000.

A new library was added to the Shawsheen School, and other improvements were made to the building to upgrade the educational program.

The school facilities are available after school hours to the community and are used extensively. The High School is being used four evenings a week by the students and adult groups.

## II

The school lunch program completed another successful year with a record participation. Over ninety-five percent of the high school students buy their lunch at the cafeteria. This is a hot-lunch type program and is available to the student body in all of the schools. When the Bancroft School opens in the near future, there will

be nine cafeterias to serve our student body.

Although food and labor costs are continually rising, we will be able to maintain the same program at twenty-five cents per meal. Many communities are charging their students more than Andover and they must also subsidize the cafeteria operation by an annual appropriation. Our program is not subsidized by an appropriation from the town, but does receive subsidies from state and federal programs, as do all communities which are enrolled in the lunch program. This year Andover received reimbursements of \$63,722 and commodities valued at \$41,855. The reimbursement is higher this year because it is based on a direct payment of each hot lunch sold to students. The payments are based on nine cents for each hot lunch and four cents for each unit of milk.

## III

There are twenty-two buses transporting students to and from school. Three more buses are to be added in January, 1969. Five vehicles are used for transportation to other schools for special training. Seventy-five trips are necessary to transport the children to the various schools.

Because of the crowded conditions at the Shawsheen and West schools, the sixth grade children are bused to the Stowe School from the Shawsheen area, and the West School children are being bused to the West Junior High School.

This year the school adopted a policy to eliminate standees, and we are working toward this condition. This added substantially to the fleet of buses, but it did add to the safety of the children being bused.

## IV

The growth of the school system and the supporting personnel needed to implement the new programs introduced into the educational program have increased the costs of administering the school system. More than fifty new persons were added to the staff including teachers, teaching specialists, social services and non-professionals. New procedures were set up in the purchasing policy. As the system grows, the problems in administering it become more complex.

Andover was eligible for the first time for reimbursement under Title I Public Law 874. This project is to financially help towns whose school enrollment has increased due to government activity in the area. We have received \$47,980 this year, which will be used to reduce the operating costs in 1969.

*Remember the 1947 Graduating Class 67 students.*

## REPORT OF THE PRINCIPAL OF ANDOVER HIGH SCHOOL



### Philip F. Wormwood

Although the time period encompassed by this report would include our move into the new building, so much has happened since then, and so much was written about it at the time, that little need be said here. Being approximately a year beyond that date now, it is sufficient to say that the move in the middle of the year gave us an excellent opportunity to adjust to the new building and this proved to be of considerable advantage for the 1968-1969 school year.

In judging this new school building, primary attention should be focussed on its capabilities to implement the total school program. There is, already, considerable evidence of educational developments that can be related directly to these new facilities. Our subject offerings were immediately increased so that with this school year ninety-eight courses were offered of which seventy-two were full unit subjects and twenty-six were minor electives. The facilities have also permitted the development of some team teaching with both large and small group instruction. There is also at this time the development of a "levels" approach particularly in the Social Studies and Mathematics departments. Under this method, a student within a particular course is placed upon one of four levels. A student's past achievement is an important determinant in recommending a level but the student himself has a voice in making the levels selection. Should a student find, once the year is started, that the level for which he has been scheduled is too easy or too difficult, a change of level is possible. A significant feature of this program is that a student is competing only with others on his same level which gives every pupil an opportunity to succeed within his group.

Many other improvements resulting from the new facilities can also be listed such as the improved programs that can be carried out with the present science laboratories. All students now have Physical Education three times a week instead of two and a "levels" approach is also being tried here with considerable success. In this situation, students are grouped upon the basis of physical preparedness and, as in the academic subjects, each competes only with those upon his level. There are greater opportunities for students during their study periods to spend additional time practicing on the business machines or working on Industrial Arts projects. They have



also had the opportunity to attend the showing of films in the large group room on drug abuse during study period time. The library is filled nearly every period. Students can be found working in the departmental conference rooms on subject related projects. The intramural and sports programs have expanded now that gym and playing facilities are available.

The above have been a few specific examples of changes that have resulted from this new facility, but many changes, both large and small, go beyond the simple definition of listing. It would be more appropriate to say that in a true sense the entire program has been able to expand, and that through this expansion, new courses along with new approaches that emphasize educational flexibility have been possible.

#### *A Look To The Future*

In a personal sense, however, I have found that the major importance of the past year has been the development of major trends in education which will have considerable influence on the future direction of American education. Following the Sputnik period, there was considerable thinking that American education needed an overhaul, but that once this was accomplished and the educational house was again set in order, a period of normalcy would once more return to education. The intervening years have made fiction of this thinking. As progress builds on progress, in education, change is developing on change, and the past year has brought this into sharper focus than ever before. The modern modus operandi is that every educational practice stands to be challenged and its value must be proven upon the basis of relevance.

Some illustrations of practices that are being challenged range from the regularly scheduled day with its six or seven periods to the grading of a student in relation to all others taking the course (which we are already changing through the levels approach). The high school schedule of the future will in all probability be based upon a modular approach. The school day will be divided into time modules of 20 to 23 minutes each and within a pupil's weekly schedule no two days are the same. The difficulty of building a modular schedule and the pupil programming that results are so complex that computer assistance is a basic requirement.

Last year in American education saw many of the customary approaches to learning being challenged. A concept gaining acceptance is that which places a more active role upon the student

in relation to his studies. Rather than being the passive listener who simply absorbs what his teachers have to say, he, the student, must to a greater extent become the explorer of information, the finder of facts, and the discernor of truth. This is not a new concept but it is one that is developing into a major influence in education. From it, for example, comes one of the major reasons for modular scheduling which reserves approximately one-third of each student's total school time as unstructured (as opposed to class scheduled time). A student may use this time in a variety of ways such as additional laboratory or Physical Education time, he may audit a class or work in the library or resource center, or he may simply sit in the cafeteria or other designated areas and talk with classmates. Another practice that continues from this is that of independent study for those students who can handle it responsibly. A concept contained within this approach is that class attendance need not be mandatory, but that progress is determined by the teacher on an individual basis. The basic idea that is emphasized with this philosophy is that each student becomes far more responsible in the role that he plays in developing his own education.

The final development that I will note which has identified itself distinctly in the past year on the high school level is that of student involvement or activism. Present indications are that the high school student of tomorrow will want to participate with the faculty and administration in determining some of the practices of the school. The challenge to the administration and faculty is, as I see it, to take this developing pressure and guide it as far as possible into positive channels.

In conclusion I would make the observation that today more than ever before, our educational system must keep pace with our society and since change and progress are occurring at a faster pace than ever before, so must education also. Because change can now be so rapid, it becomes quite probable that a child's education can take totally different forms than did his parents' and this can cause considerable concern to parents who find it difficult to relate to their child's education with the kind of familiarity that was possible only twenty years ago. But, by and large, the changes taking place are emphasizing the individuality of each student by giving him greater opportunities to determine his capabilities, his interests, and his goals.

# PRINCIPALS' REPORT OF THE ANDOVER JUNIOR HIGH SCHOOLS

*Remember the bus drivers of 1948 R. Johnson,  
A. Wright and C. Abbott.*

William E. Hart

I hereby submit the eighth annual report as  
Principal of Andover West Junior High School.

I

"Human history becomes more and more a  
race between education and catastrophe." Sel-  
dom, if ever, has anyone given more meaning to  
the term "education" in so few words as did H.G.  
Wells. He was talking about the fast moving ac-  
cumulation of unprecedented power born of  
technology never known to man in all history and  
capable of annihilating the slowly developed cul-  
ture of the ages.

While some succumb to what Harold Shane  
has called "future shock" others set about to pre-  
pare for what lies ahead. One way to plan is to  
study the trends, apply creative imagination, and  
help to fashion the future, rather than passively  
accept it and adapt to it.

It is essential for all schools to make appro-  
priate changes to meet their problems, to be the  
initiators of change rather than the victims of  
change. This is the task of the educator guiding  
society toward the future.

One of our tasks for the immediate future  
is to devise new and better methods for fostering  
self-directedness - ways to teach students to be  
self-diagnosing, self-prescribing, self-motivating,  
and self-evaluating individuals.

II

Each student at Andover West Junior High  
School began this school year with a custom  
tailored program especially designed to challenge  
him in each academic subject, and at the same  
time includes a broad enrichment program that  
accommodates his special interests.

Students are no longer assigned to a group  
which remains together throughout the school  
day in each subject area.



The program recognizes the varying capa-  
bilities a student has in different subjects and  
places him at the level best suited to challenge  
him and at the same time enable him to succeed.

The 1968-69 theme at the school "Individual  
Instruction: A Team Responsibility" reflects the  
efforts being made to prescribe a program for  
each individual, which will place him at the ap-  
propriate level in each subject and give him the  
opportunity to move from one level to another as  
his progress dictates.

At the levels in English and Mathematics  
where students have pronounced learning diffi-  
culties, a team of teachers are developing pro-  
grams whereby students meet in groups no larg-  
er than seven to gain the necessary support and  
confidence to succeed at their level.

Specialists in the School's Reading Center  
are prepared to develop an individualized reading  
program for each student based on the results of  
diagnostic reading evaluations now being con-  
ducted at the school. Special materials designed  
to meet specific needs as reflected by diagnostic  
tests are available to improve each individual's



weak areas. This center is located adjacent to the library, which has individual study carrels designed to enhance the program because each carrel is equipped to receive separate programs as prescribed by the teacher.

### III

Many new and expanded opportunities have been provided in our regular and enrichment program this year as a result of the additional space available in our new facility.

Oral Development like our well established Language Research program is required of all ninth grade students. The students meet during two enrichment periods in groups of fifteen for one term. The objective of the course is to help the student communicate his ideas and his knowledge effectively. Through a series of public speaking assignments, he learns to speak distinctly, with good expression and with complete control of his vocabulary. He is given a number of speaking assignments from sample introductions to full scale debates.

We have extended the Junior Great Books course to include grade seven and eight. Its purpose is to develop the ability of youngsters to think reflectively and critically about basic ideas through reading and group discussion of the writings of mankind's wisest and most discerning authors.

An enrichment course in Debating provides students an opportunity to learn the science of argumentation. Emphasis is placed on the importance of analyzing the proposition, compiling evidence to support the argument and actual preparation of a case for debate. During the course of the program, the student learns how to communicate his ideas, acquires the ability to think quickly and express his ideas in clear concise and meaningful terms. Most important, however, the student develops attitudes of fairness and respect in dealing with others.

All ninth grade students have two enrichment periods set aside to read for pleasure. The Librarian has developed a collection of several hundred paperback books which cover a wide range of subjects and reading levels. The student selects the book that interests him most and relaxes for one hour a week for two terms.

Health Education, a requirement in grade 7 and 8, is now part of the curriculum for each ninth grade student. The course is designed to provide specific knowledge to the student about their bodies and how they function. This know-

ledge helps the students to adjust to their teenage years and to function well within the community. In addition to knowledge in areas that are puzzling to students at this age, such as tobacco, alcohol and drugs, information regarding sex development is provided to help students formulate correct ideas concerning themselves and their relation to others.

Personal typing is now part of the ninth grade Course of Study. Over 70% of the students are taking the course. The course contributes directly to improved facility in language usage. Attention is given to spelling, punctuation, word usage and step by step composition practice. The course develops a durable, useful level of typewriting skill which enables the student to type rapidly, accurately and efficiently — providing him with a marketable skill for summer employment.

Individual Science Research is available to students who are recommended by science teachers to conduct individual science research in one of our three science laboratories.

Music Appreciation has been expanded to include the humanities series developed by Encyclopedia Britannica. The course required of all ninth grade students is designed to cause the student to seek deeper insights into many facets of his daily living. Critical analysis of music, art, literature, architecture, history, the dance and other fields which can establish behavior patterns is stressed.

This year a general music course has been included in the regular program of each student. Meeting once each week the program is designed to give students a broad understanding of musical theory and an opportunity to develop an appreciation of many types of musical expression. Using the humanitarian approach the course is most effective in establishing high ideals among our young people.

Adaptive Physical Education has been added to the enrichment program and is designed for students who have need for additional time developing coordination and strengthening physical abilities.

Intramural Sports is now required of each student for a minimum of one term. The program was initiated this year to give each student a chance to participate in recreational and sports activities with classmates other than those students in their regular physical educational classes. In addition to the gymnasium, a multi-pur-

pose area has been developed on the campus which provides for tennis courts, badminton, volley ball, basketball, and a host of other individual and group sports possibilities.

The Group Guidance Lectures which are conducted by the Guidance Counselors are an expansion of the orientation program which begins in June when incoming seventh graders visit Andover West Junior High School for the first time. The main objectives of the program, which meets during the first term of the school year, are to help make the educational transition for 6th to 7th grade smoother and provide for a better and faster adjustment to Junior High School.

#### IV

English Department programs are reinforced or developed around more technological aids such as tailored lessons via programmed work and pupil-study carrels for independent study. Many kinds of groupings characterize our program for individualized instruction. Among the more recent are the small groupings that meet for term periods only. More emphasis is being placed on oral development, discussion, reports and dramatizations, especially with the reluctant learners in order to draw them out. Purposeful efforts are made for greater transfer of research skills to help implement independent study that requires effort commensurate with ability and encourages greater use of our fine library facilities.

As our English faculty gains more experience with the new research in the English content, especially in the new grammars, they try to adapt it to every form of communication in a meaningful way. Because they have made many efforts, not only with guidance personnel but also with other faculty, to determine the particular strengths, weakness and needs of individual and collective students, most of the English faculty have conscientiously aimed to level the work to relate to the pupils assigned to them.

The division of Andover Junior High into two schools during the past year has enabled the Mathematics Department to take further steps toward providing for individual needs and toward

our goal of individualizing instruction. The smaller student body has made possible a refinement in student scheduling. The Associate Teacher program of last year has been continued with a third teacher lending support to the other two teachers whose classes meet at the same time. The role of the third member of the team has been to reinforce the regular classroom instruction with individuals who need individual help. This is done either in the classroom or in a small group instruction room. All three teachers meet weekly for planning purposes in an attempt to recognize and account for individual differences.

In an attempt to individualize instruction the school must first offer courses geared to meet individual needs and abilities. As we have now completed the first year of our two year Algebra I program some of the results are worthy of note. There has been a marked decrease in the number of failures in Algebra I due to the fact that students whose chances of success were small were advised to elect Algebra IA. Of those who elected Algebra IA at least 80% of them have continued with Algebra IB at Andover High School. With the attrition rate lowered it would appear that we are coming closer to meeting student needs.

Math teachers have been experimenting with the use of the overhead projector in the mathematics classroom. We have found it to be particularly valuable at all grade levels in the teaching of geometry. A change in the method of presentation of material provides variety and creates new interest for both teacher and student.

During the past year in the Social Studies Department, Economics was taught for two terms, without a text and through the resourcefulness of the teachers involved. Community resources, bankers, insurance agents, stock brokers and business men were included in the course and the results were highly successful. Trips to the Boston Stock Exchange, Local Brokers, and the Andover Co-op were part of the program. Our Civics Course also featured outside sources, state and local officials talked to the students about various forms of government. The students also did a survey of our local town government. Trips to the State House in Boston and other state historic sites along the Freedom Trail were part of every student program.

Other trips taken by our eighth grade classes were: The Sturbridge Village tour by all students while they were studying the Colonial

*Remember the retirement of Eugene Lovely in 1950.*

*Remember 1952 — the Andover School System had 2056 students.*



life, the North Andover Textile Museum during the Industrial Revolution, to the Cinema for *"Gone With the Wind"* while studying the Civil War and the annual United Nations tour which also included the Gugenheim Museum in New York.

During the past year the Science Department has utilized the three laboratories at the school to increase the amount of group and individualized experimentation to supplement and enhance the classroom instruction. Greater emphasis is being placed on the computational aspects of the program with new materials being utilized at all grade levels.

#### V

Special events were scheduled throughout the year to broaden community understanding of our program and to enrich the curriculum of our students.

The Andover Junior High officially divided into two separate units on Friday, February 16th. Andover West Junior High operated a regular program at the new location with students and faculty rapidly adjusting to the new facility.

"West Side Story", the school newspaper, published its first edition under a new masthead.

An Educational Festival was held on May 19 to commemorate the opening of Andover West Junior High School. Among the special events were an art festival, industrial arts display, physical education exhibition, fashion show, science seminar, musical clubs concert and foreign language songfest. During the entire afternoon refreshments were served in a gaily decorated courtyard with students acting as Hosts and Hostesses.

On June 5th, a reception, tea and information program was held for parents of fifth and sixth grade students from West Elementary School who would be temporarily housed at the school in September.

On June 13th a reception and tea for parents of seventh grade students was held to outline school policies, procedures and practices. Key staff and faculty members were available to answer questions concerning our program.

In conjunction with their study of Shakespeare all ninth grade students attended a production of *"Romeo & Juliet"* in Cambridge.

Two "Three-Act plays" were presented by the Dramatics Club with more than one-hundred students participating.

The Math Team continues to function as an after school enrichment program for able and interested students. It is intended to foster an interest in mathematics and to develop a competitive spirit among the mathematically talented. In December the West Junior High Team hosted the second meet of the year of the Intermediate Mathematics League.

Our Language Clubs joined together on June 10th and held an International Dinner-Dance. Guests were served Spanish food and pastries of foreign lands and were entertained with Latin and French plays. The traditional breaking of the pinatas ended the festivities.

During our Fall Open House a newly developed visual-aids program utilizing a "Huntley-Brinkley" format was presented to parents. The purpose was to give a comprehensive picture of our regular, enrichment and sports program within a 30 minute period.

In November American Education Week was celebrated by inviting parents to the school while our regular daily program was in operation. Our guests were invited to visit anywhere in the school to observe students and teachers in actual classroom situations

A briefing entitled "How To Get The Most Out of School" was held for parents each morning during the week.

Fifty-two ninth grade students were awarded gold certificates from the National Educational Development Test officials. The certificates are presented to students who score in the top 10% of their grade on the national level.

#### VI

As we contemplate the future, it becomes imperative that we analyze trends in all segments of society in order that our curriculum has relevance to the needs of the student and his community.

Comprehensive studies have recently been published by committees composed of leaders of eight mid-western states to establish priorities for planning changes in education. It would seem appropriate that a local committee composed of educators and interested citizens be formed to review these reports and others in order that local priorities may be established.

In conclusion, Mr. Erickson, I wish to extend my heartfelt best wishes as you plan your future, and grateful appreciation for the support and courtesies you have extended to me and the junior high staff over the years.

### Dorothy T. Partridge

We have devoted the past year to putting our house in order academically, using to a large extent the accumulated wisdom and varied experience of our own faculty. The educational theorists seem to be far more concerned with methods and concepts, than with subject matter, the reverse of our position at East Junior High.

To be sure, we have two excellent "team-teaching" projects which resulted from the conviction of three teachers that remedial math should be taught in this way at the seventh grade level. We have a group of eighth graders doing "independent study" in first-year Latin. An hour of intensive instruction after school on Tuesday prepares them to complete homework for the following week without further help. We have a course in Spanish culture using the "humanities" approach, which combines art, music, and language.

Every seventh and eighth grade student who took "music theory" first semester should now know how to read music. The second semester will be devoted to "appreciation" of the great composers. We have had concerts and lectures by "resource people" in the community, notably the one on the ascent of Mount Everest by Dr. William Unsoeld.

We have offered programs on drugs and sex education featuring films, speakers, and "consultants." Many conferences have been held with parents whose teen-agers are worried about drugs or other things that threaten their security.

We have not done much with "programmed learning" because the materials we'd like are not yet available. However, we believe in its restricted use for students whose skills in English grammar need constant reinforcement or for those who missed a section in mathematics for example because of illness. A library carrel is a quiet spot for independent work of this sort.

Our "field trips" have been many and varied. To name a few, the social studies classes' trip to the United Nations; the sewing classes' visit to a fabric center and fashion show in Boston; the ninth grade English classes' theater party for "Romeo and Juliet"; the science classes' bus trip to the Cinema to see "2001"; the Latin club's annual luncheon and tour of the classical galleries at the Boston Museum of Fine Arts; and the French students' trip to Quebec during spring vacation.

The art department's success in the Globe Art contest was exceeded only by that of its own 10-day exhibit of student work at the Addison Gallery in Phillips Academy. A reception for invited guests marked the opening day. This department as well as the homemaking and industrial arts departments have helped with decorations and stage settings for the annual play, for assemblies and teas, and for an especially happy occasion, the Christmas party given to the special classes.

All of the foregoing are examples of enrichment experiences or special projects. I have not mentioned the fine health and physical education programs, the adjustment class new this year, the guidance program or the work of the mental health team which will doubtless be covered elsewhere. These are important in our efforts to educate all of the children of East Junior High.

The reading teachers have expanded the scope of their work, which was largely developmental to include some remedial work, a group in speed reading, and a course in speech. We have one tutor working to improve the skills of 3 boys severely handicapped by dyslexia.

The renovation of the west wing last summer included expansion of the library, which now has conference and work rooms, study carrels, and sufficient shelving to house all of our collection conveniently and attractively. Students are taught how to use library resources through assignments supervised jointly by the librarian and class room teachers. Circulation has increased beyond our highest hopes. Four volunteer aids and a corps of student librarians each give a few hours a week to helping with general chores.

The Junior high years are turbulent ones at best, both physically and emotionally. Boys and girls are generally most self-reliant and happy when they have mastered the basic skills and can use them confidently in increasingly difficult assignments. Competency in English makes not only word problems in math and science comprehensible, but paves the way for foreign language study.

Competency in mathematics helps not only in science but in mechanical drawing, industrial arts, and homemaking.

I would like to see less apathy and apprehension in the student body; more enthusiasm, imagination, and joyousness. To this end we must guard against putting undue emphasis on innovation instead of on educational principles of proven values.



# REPORT OF THE DIRECTOR GUIDANCE

William J. Igoe



*Remember when Patricia Black was Valedictorian in 1949.*

I submit herewith my eleventh annual report as Director of Guidance for the Andover Public School System.

The addition of two full-time counselors has enabled my staff to provide more guidance services for the entire school system. One new counselor, added to the senior high staff, has given us one of the best counselor-pupil ratios in the State of Massachusetts. Four full-time counselors for approximately one thousand and seventy-six senior high students has given us a ratio of one counselor per two-hundred and seventy students which is in line with Federal, State and Willis-Harrington recommendations. The counselor-pupil ratio at both junior high schools is considered also excellent. The only apparent need is for additional secretarial assistance for the present staff. As pupil population increases, it is expected that additional counselors will be added to the staff with the approval of junior high principals. A fourth full-time counselor was added to the elementary guidance staff. As I have stated in previous annual reports, it is my objective to have a full-time counselor per elementary school building. With the assistance of the present school committee and school administrators, my goals at the elementary level should be realized by 1971. The mental health team composed of a full-time social worker and part-time psychiatrist and clinical psychologist are used mainly as resource people for principals, teachers, supervisors and guidance staff. Last year these specialists worked largely with the special education department, however, this year they were able to expand their services to all levels within the school system. As needs for special services increase, more time will be required for their assistance within the schools.

## HIGH SCHOOL

The guidance philosophy at the senior high centers on individual choice with emphasis on the type of person he becomes, rather than what he becomes. Counselors are guided by the way an individual feels thus offering him a greater variety of choices and opportunities. This approach should result in better selection on the part of student toward the fulfillment of his goals and objectives.

In an effort to assist students to profit more fully from their learning situation, the guidance staff must be fundamentally involved in the pupil's total well-being and development. Movement toward this goal is expressed by sound profes-



*Remember the time Robert Hamilton won a \$5.00 prize in Botany (1944).*

sional procedures which are based upon a genuine humanism which respects the worth of the individual student. This humanistic attitude is essentially characterized by understanding, acceptance, and empathy, together with an appreciation of the school environment in which the pupil functions.

An effective guidance program utilizes the joint skills and resources of team members in order to quantitatively meet the needs of youngsters. Involvement with the student's parents, teachers, peers, and community may become necessary in our efforts to render a qualitative service which has significance to pupils. We believe that our pupil-centered attitudinal approach will assist youngsters to mature and become freely functioning individuals who can derive maximum benefit from the high school's educational offerings.

The job of computer programming which was first pioneered by the high school guidance department under the direction of the extremely able Robert B. Perry has been transferred, and rightfully so, to Assistant Principal Benjamin F. Dimlich who is able to carry on the programming with equal competency. The services of Mr. Perry will be used to secure pertinent data for the high school guidance staff.

This past academic year the guidance staff, through the services of NEEDS, has developed a recording system that enables us to conduct a study that will show how the counselor's time is spent in counseling students. This study, conducted from October through May, will enable us to adjust our present program to meet the needs of all pupils more efficiently and effectively.

The upsurge in college enrollment and the demands for placement has not abated but has, if anything, increased. Andover High School, due to the concerted efforts of the faculty and guidance staff, has reason to be proud of the school and college placement record for the class of 1968. At present, 54% of the class of 1968 are enrolled in four-year degree-granting colleges and universities throughout the country. This represents an increase of 9% over last year's class.

Twenty-nine percent are attending two or three year schools. This represents an overall of 83% who are attending schools and colleges. The remainder of the class (17%) are engaged in full time employment or are in the Armed Forces. Twenty three members of the class of 1968 were recipients of scholarships totaling \$91,000. This figure does not include local scholarships which usually total about \$8,500.

### JUNIOR HIGH SCHOOL

One of our main objectives at the junior high level has always been to offer each student the most complete counseling service possible. We are doing this by establishing a climate of trust and warm personal interest with each student we interview so that he feels he can confide his personal problems when it is deemed necessary. This helps him release a burden and enables him to concentrate on learning and class performance as well as gain more personal insight, growth, and understanding of himself and others. Close personal contact with the teachers and administration has helped greatly in our goals and objectives.

We are working closely with and using the Pupil Personnel Services available in our system; the school nurse, social worker, school psychologist and psychiatrist in a *team* effort for some specific problems. The counselors have actively participated in providing proper placement of pupils by their recommendations to the building principals.

With the introduction of an adjustment class, the counselors have taken on the role of adjustment counselor for these youngsters and are working closely with the special teacher. Counselors are also doing a great deal toward specific programs for our "identified" dyslexic youngsters through conferences with their teachers and parents. The personal voluntary contacts by the youngsters and parents increase daily. Many more referrals are coming from teachers, which are so necessary when there may be hidden problems.

The junior high counselors made personal visits to all the sixth grade classes of our incoming 7th graders last June so that questions and personal fears due to the coming change could be dispelled. As a result, our seventh graders have felt free to contact us before real problems arise. The counselor's effort at "Preventive Counseling" is helping each youngster better adjust as a person, in the school, and in his classes, and we

hope make his mind more receptive towards learning and personal growth.

Largely through the efforts of the guidance staff, interested eight grade boys visited the Greater Lawrence Regional Vocational-Technical High School and the Essex County Agricultural and Technical High School. The purpose of the field trips is to better acquaint pupils, at first hand, with the educational opportunities that are available if they desire a vocational training program.

### ELEMENTARY SCHOOLS

The Elementary Guidance Program in the Andover Public Schools is now seven years old. It came into existence in 1961 as an answer to the crying need of parents and educators, to try to identify the needs of each child at an earlier age, and to help the child and his parents to develop realistic goals so that each child might reach his full potential. The major aim of our Elementary Guidance Program is the early identification of each child's needs and interest and the interpretation of such to parents, teachers and administrators. The earlier the school identifies the needs of a child and provides an atmosphere of success and acceptance for him, the better his adjustment will be and the stronger his self-concept.

Elementary Guidance is a continuing process of helping each child to understand and accept himself in relation to his own needs and those of others. The elementary counselor is the agent in this special program within the school system whose major focus is on the individual child and his achievement of an adequate self-concept. His unique contribution and central technique is counseling. The counselor works with each child (usually referred by the teacher because of poor achievement or maladjusted behavior) on a one-to-one basis, in a friendly permissive atmosphere. The child is helped to appraise himself in relation to others and little by little to understand himself.

This year we added a full-time counselor to the elementary staff — thus giving us a total of four counselors for seven elementary schools. It is my intention to seek two additional counselors over a period of two years.

We are using the team approach in all of our elementary schools. That is to say that the counselor serves as a nucleus and draws upon the services of the administrators, teachers, nurse, mental health team to supplement his findings and to aid him in his decisions and recommendations.

This approach makes for a far more comprehensive survey of the individual pupil and brings about a much more direct solution to various difficulties that a pupil might be encountering.

The elementary counselors have been working with the Supervisor of Reading Research Institute and the Remedial Reading staff in the identification of the perceptually handicapped pupils in the elementary and junior high levels. Our role is primarily in testing and counseling with both students and parent. Nineteen tutors have been trained in a special program conducted this fall to provide individual assistance for pupils who are experiencing perceptual difficulties.

Our staff is participating in a pilot study of kindergarten children at Sanborn School. The purpose of this study is the early identification of children with problems. The experimental group of children are receiving intensive study in the process of learning to detect those children who can remedy their own problems when taught how to do so and to signify those children who will need individual help to cope with their problems. Mrs. Rosemary O'Neill, Elementary Guidance Counselor, has administered individual tests to both the experimental and control groups this fall. The counselor acts as an observer for the experimental group during the first half of the school year using a Child Behavior Rating Scale which will yield a profile on each child. This experimental group will be observed and tested by various members of the Guidance Department Personnel Services, such as; Speech Department, Physical Education Teachers, Reading Specialists, Music and Art Teachers, School Nurse and others whose involvement is recommended by the Steering Committee.

The Junior Great Books Program again is being offered to 5th and 6th grade pupils of all elementary schools. The program is in its third season at the elementary level and second year at both junior highs. Mrs. Sarah Warren, a most able coordinator for the past two years has relinquished her position to Mrs. Louise Stupack who will coordinate the program for the present academic year. A new training program for adults will be conducted at the Memorial Hall Library on February 27, 1969.

In closing, I wish to express my sincere appreciation to Mr. Edward Erickson, Superintendent, Mr. Vaughn Clapp, Assistant Superintendent, and members of the Andover School Committee for all the assistance and cooperation that I, and members of my staff, received this year.

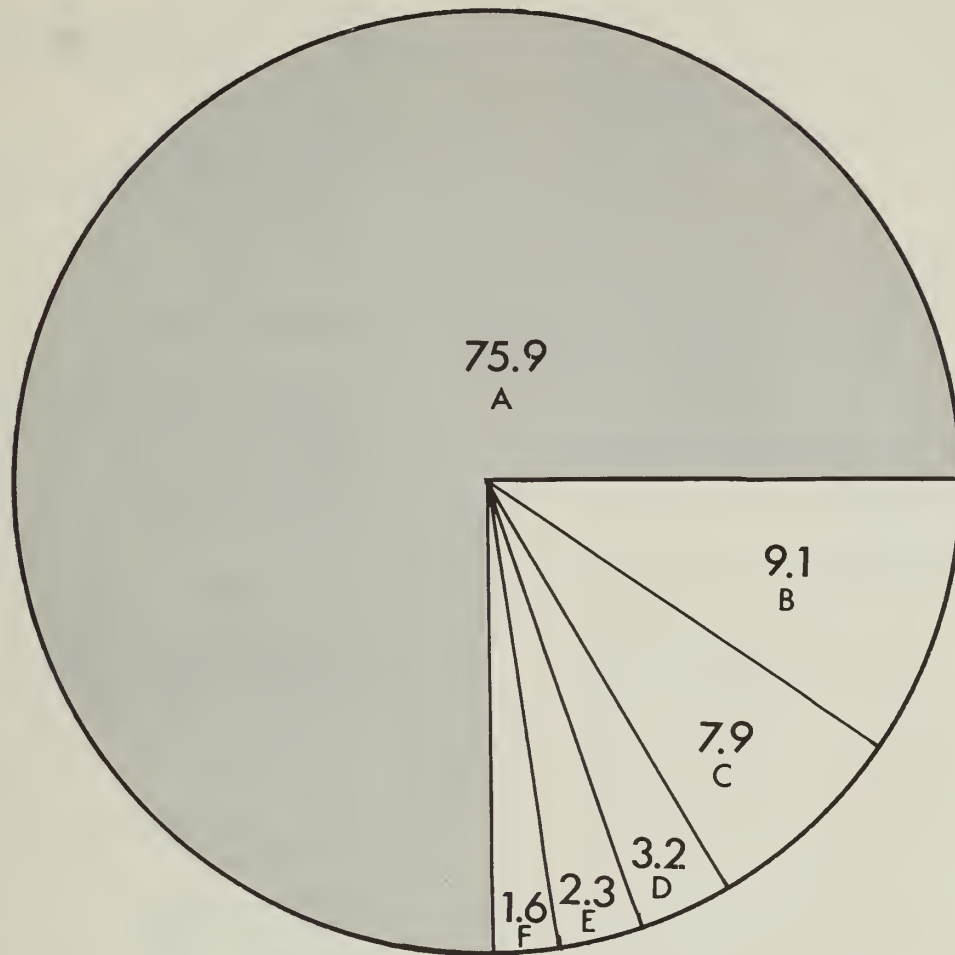
# FINANCIAL STATEMENT

## FINANCIAL STATEMENT DECEMBER 31, 1968

	Salaries	Expenses	Total Expended
1000 Administration	\$ 64,953.46	\$ 20,636.48	\$ 85,589.94
2100 Supervision	50,805.06	370.93	51,175.99
2200 Principals	212,325.17	13,864.14	226,189.31
2300 Teaching	2,324,751.39	107,946.38	2,432,697.77
2400 Textbooks		40,540.95	40,540.95
2500 Library	51,011.60	20,931.01	71,942.61
2600 Audio Visual	3,435.52	5,087.14	8,522.66
2700 Guidance	119,805.67	5,203.72	125,009.39
2900 Educational T.V.		2,482.75	2,482.75
3100 Attendance Officer	300.00		300.00
3200 Health Services	28,880.79	3,992.72	32,873.51
3300 Pupil Transportation		160,791.54	160,791.54
3500 Student Body Activities	16,260.37	43,895.17	60,155.54
4100 Operation of Plant	206,099.87	124,321.49	330,421.36
4210 Maintenance of Grounds		6,872.33	6,872.33
4220 Maintenance of Buildings	11,510.25	71,164.30	82,674.55
4230 Maintenance & Repair of Equipment		3,578.87	3,578.87
4240 Replacement of Equipment		8,100.63	8,100.63
5000 Fixed Charges		30,338.42	30,338.42
6000 Community Services			
7300 Acquisition of Fixed Assets		39,178.21	39,178.21
9000 Programs with Other Systems or with Other Than Public Schools		3,522.79	3,522.79
	<hr/> \$3,090,139.15	<hr/> \$ 712,819.97	<hr/> \$3,802,959.12



# HOW THE SCHOOL DOLLAR WAS SPENT IN 1968



## A. Instruction 75.9%

This item includes salaries of principals, directors, and teachers as well as all textbooks, supplies and instructional materials.

## B. Operation 9.1%

Approximately 9.1% of the budget is spent for operating our buildings. Custodial salaries and supplies, fuel, light and power, gas, telephones and water costs fall in this classification.

## C. Auxiliary Agencies 7.9%

This 7.9% charge covers such items as libraries, transportation of pupils, promotion of health, including salaries and tuitions.

## D. Repairs and Improvements 3.2%

It is considered sound economy to expend sufficient funds annually to keep the buildings in good repair. Repair and improvements to maintain the plant constitutes 3.2% of the budget expense.

## E. Administration 2.3%

This item represents a budget account toward business and educational administration of the public schools. Central office expenses and salaries, and attendance services are included.

## F. Athletics and Physical Education 1.6%

This item represents a budget account toward the cost of the athletic and physical education program. No salaries for coaches are included.

## PERSONNEL

### FACULTY

#### Andover High School

NAME	EDUCATION	ELECTED
Philip F. Wormwood, A.B., Ed. M. Principal	Tufts University	1950
Charles Q. Adams, A.B., A.M. Asst. Principal	Boston College	1962
Benjamin F. Dimlich, B.S., Ed. M. Asst. Principal	Harvard Grad. School Arts & Science Bates College	1936
Louis E. Annese, A.B., Ed. M. English	Tufts University	1964
Diana Balmat, B.A. Spanish	Boston University Boston State College	1964
Margaret Bennett, A.B. Librarian	Worcester State College	1968
John J. Boyle, B.S. English	Smith College	1968
Patsy Joseph Cambria, B.S., M. Ed. Mathematics	Salem State College	1962
James W. Carroll, B.S. in Ed., M. Mechanical Drawing	Merrimack College	1967
Robert Carroll, B.S. in Ed. Mechanical Drawing	Boston State Teachers College Boston State College	1965
Maryanne C. Coccozza, B.A. English	Northeastern Boston State College	1968
Richard Collins, A.B., M.A. History	Rivier College	1968
Mary A. Conroy, B.A. English	Dartmouth College	1959
Mary L. Coughlin, A.B. English	University of Rhode Island Merrimack College	1968
Judith Crowell, B.A. Spanish	Regis College	1963
John J. Curtin, B.A., M. Ed. History	Winthrop College	1967
G.Arthur Danforth, A.B. Head of Science Dept. – Chemistry	Merrimack College	1965
Jeanne T.Danforth, B.S. in Ed. Business Education	Salem State College	1965
Elwyn Davis, B.S., M.A. Ed. Science-Biology	St. Anselm's College	1949
William H. Deacon, Jr., B.S. Science-Biology-Physiology	Salem State College	1965
Francis P. Della Monica, B.S., M. S. Physical Education	Worcester State College	1967
Robert A. Doyle, B.S., M.S. Ed. Mathematics	University of Massachusetts	1965
Agnes V. Dugan, B.S. in Ed. Head of Business Education Dept.	Springfield College	1968
Richard M. Evans, B.A. English	Boston College	1966
	Rivier College	
	Boston University	1932
	Merrimack College	1968

Maureen Fitzgerald, B.A., M.A. French	Emanuel College Sorbonne	1968
Dorothy M. Goclowski, B.A. Spanish	University of Massachusetts	1965
Eileen E. Grudenski, B.A. Biology	Merrimack College	1967
Alison Guess, B.A. French	University of California	1968
Jeanne E. Gugino, B.S. Art	State University of New York	1968
Hattie W. Hannigen, A.B., M. Ed. English	Colby College Boston University	1958
Edwin Hawkes Industrial Arts.	Maine Technical Institute	Sub.
Sandra P. Hawkes, B.A. English	University of Vermont	1965
Margaret Hawkesworth, B.S. History	Boston University	1945
Louise A. Hayes, B.S., M.A. English	Salem State College Boston College	1963
Kittredge Henschman, B.A. Latin	Smith College	1968
Janet L. Hill, B.A. Physical Education	Lebanon Valley College	1968
Owen Hinckley, B.S. Driver Education	University of New Hampshire	1945
Wilbur G. Hixon, B.E., M. Ed. Head of History Dept.	Plymouth Teachers College	1959
Paul Hopkins, B.S., M. Ed. Science-Biology	Boston College Harvard University	1953
Robert Lawson, B.S. in Ed. Mathematics	University of Maine	1968
Keng-Jen Lee, M. of P.E. Physical Education	Springfield College	1967
John McCusker, B.A., M. Ed. History	University of Virginia	1967
Marie McLaughlin, B.A., M. Ed. Guidance	Rivier College Boston University	1967
Wayne D. Mercer, B.Ed. Business Education	Plymouth State College	1967
Myra A. Morse, B.F.A. Crafts	University of Arizona	1968
Forrest L. Morton, A.B., M.A. History	Tufts University Harvard School of Ed.	1964
James A. Murphy, B.A., M. Ed. Head of Mathematics Dept.	Holy Cross College Tufts University	1963
Philip E. Nelson, B.A., M. Ed. History	Boston University Northeastern University	1968
Marjorie E. O'Dowd, B.S. in Ed. Business Education	Salem State College	1959
Elinor B. Olney, B.A. Librarian	Radcliffe College	Sub.
Rachel Paquin, B.A. Mathematics	Rivier College	1966



T. Albert Perley, B.S., Ed. M. Mathematics	University of Massachusetts Tufts University	1963
Robert B. Perry, B.Ed., M.A. Guidance	Plymouth Teachers College Columbia University	1964
Isabelle Phelan, B.S., Ed. M. Guidance	Tufts University Boston University	1955
Frederick Polgreen, B.S., M. History	Springfield College Salem State College	1963
Ann Porter, A.B., M.S. in Lib. Science Librarian	Radcliffe College Simmons College	1968
Peter Prince, B.A., M.A. Head Foreign Lang. Dept. – French	University of Pittsburg Rivier College	1967
David A. Robichaud, B.A., Ed. M. History	University of New Hampshire Keene Teachers College	1961
Winston C. Ryan, B.A., M. Guidance	University of New Hampshire Atlanta University	1968
Jo-Ann Samra, B.A. Business Education	Notre Dame College	1963
Barbara Sevigney, B.A. English	Emerson College	1968
Suzanne Shaw, B.S. in H.P.E.R. Physical Education	University of Indiana	1968
Patricia H. Sheehy, B.A., M.A. English	Lowell State College Northeastern University	1968
Madeleine K. Simeone, B.S. Home Economics	Framingham Teachers College	1954
Dorothy Spector, B.A. French	Wellesley College	1965
Beatrice L. Stevens, B.S., M. A. Head of English Dept.	Boston University Salem State College	1935
Richard Swift, B.S. Physical Education	Springfield College	1963
Virginia Tribou, B.S., Ed. M. Physical Education	Boston University	1963
Charles Vars, B.S. in Ed. Head of Industrial Arts Dept.	Fitchburg State College	1964
William F. Vickers, B.A., M. Ed. Mathematics	Amherst Salem State College	1961
Aristotle C. Vurgaropulos, B.S., M. S. in Ed. Science-Biology	Boston University Rivier College	1960
V. Douglas Walshe, B.A. Mathematics	Boston College	1967
David K. Wilkinson, B.S., M. Ed. Physics-Science	Bates College Bridgewater State College	1963
Alvaro A. Yamhure, B.A. Science	Suffolk University	1968

#### Andover East Junior High School

Dorothy T. Partridge, A.B. Principal	Boston University	1956
John B. Hughes, A.B., Ed. M. Asst. Principal	Merrimack College Boston State College	1958
David Adelman, B.A., M.A. French	Goddard College New York University	1967

Peter J. Anderson, B.A. Mathematics	Colgate University	1968
Robert W. Bachmann, B.S. Dir. of Audio-Visual-Science	Bridgewater State College	1956
Theodore C. Boudreau , B.S., M.Ed. Science	Seton Hall University Boston College	1957
Richard Bourdelais, B.S. Physical Education	University of Massachusetts	1968
Sally J. Buono, B.F.A. Art	Massachusetts College of Arts	1967
Elizabeth Cahoon, B.A., Ed. M. Guidance	Boston University	1967
Lowell Canovitch, B.S., M. Ed. Adjustment Class	Northeastern University Salem State College	1967
Marian F. Chittim, A.B. Latin-French	University of New Hampshire	1964
Dorothy Chistopher, B.S. Physical Education	Boston University	1963
Suzanne Coates, LL.D Head of Language Dept.	Brussels University, Belgium	1962
Roger A. Coelho, B.S. in Ed. Mathematics	Bridgewater State College	1966
M. Adelaide Coleman, A.B. English	Emmanuel College	1957
Emily L. Danforth, B.S. Homemaking	University of Maine	1963
Raymond Danielson, B.S. Guidance	University of New Hampshire	1967
Mary T.Donahue, B.S., Ed. M. Special Class	Salem State Teachers College Boston University	1946
Ralph B. Duncan, B.S. Head of Social Studies Dept.	Tufts University	1961
Paul V.Dunlap, B.S. Social Studies	Boston College	1960
Patrick J. Finnigan, A.B. Social Studies	St. Anselm's College	1963
Barbara Fogg, B.S.M. Music	Capital University	1968
Paula Gaynor, B.S. Homemaking (part time)	Framingham State College	1967
William B. Godfrey, B.S., M. Ed. Head of Math. Dept.	Syracuse University Boston University	1960
Joan Green, B.S. Mathematics	Rensselaer Polytechnic Inst.	1968
James L. Hartmann, B.A. Head of English Dept.	St. John's University	1965
Robert Hatem, A.B. Science	Merrimack College	1967
Franklin R. Hayward, B.S., M. S. Science	University of Maine University of Wyoming	1968
Catharine Hitz, B.A. English	Keuka College	1967
Medora B. Houston, B.A., M. Ed. Adjustment Class	Newton College of Sacred Heart Northeastern University	1968
Sue Ann Hutchinson, A.B. English	University of Miami	1967

Nancy Jacobson, A.B. Librarian	University of California at Berkeley	1967
Charles A. Labelle, Jr., B.S., M. S. Social Studies	Keene Teachers College Springfield College	1964
M. Patricia Leahy, B.S., M. Ed. Social Studies	Lowell State Teachers College Boston State College	1967
Thomas Malone, A.B., M. Ed. Mathematics	Northeastern University Boston College	1967
Helen P. Monell, B.S., M.A., Ed. D. Head of Science Dept.	University of Washington Columbia University	1960
Frederick W. Nader, Jr., B.S. Math-Science	Notre Dame University	1968
Paul S. Ociepka, A.B. Industrial Arts	Marietta College	1968
Helen C. Parker Reading	Framingham State College	1964
Adele Phillips, B.F. A. Art	Wesleyan College	1967
John L. Powers, B.S., M.A., M. Ed. Industrial Arts	Fitchburg Teachers College Staley College Boston College	1963
Stephen Richardson, B.S. Ed., M. Bus. Ed. Typing	Salem State College Boston University	1968
Donald C. Skelton, B.S. Ed. Mathematics	Ohio University	1966
Barbara Somers, A.B. English	Connecticut College	1968
Richard E. Stevens, B.S. Science	Springfield College	1967
Elizabeth Taylor, B.A. English	Lake Forest College	1967
Margaret L. VanDewoestine, B.A. Reading-Speech	Monmouth College	1960
Carolyn Warmington, A.B. Spanish-French	Wheaton College	1968
Christa E. Wolfe, B.A. English	Merrimack College	1968

#### Andover West Junior High School

William E. Hart, A.B., Ed, M. C.A. E.S. Principal	Merrimack College Boston State College	1956
Richard E. Neal, A.B., Ed. M. Asst. Principal	Brown University Salem State College	1959
Doris Bernardin, B.A. Oral Development	Emerson College	1968
Drummond Bisset, B.S. Science	Arizona State College	1953
Kathleen Carroll, B.A. English	Merrimack College	1968
Janet J. Conte, A.B., Ed. M. French	Boston University	1961
Iris Cove, B.S. M. Ed. Science-Health	Eastern Nazarene Salem State College	1968



Karl Lippmann, B.S. Physical Education	University of Massachusetts	1965
Anthony Covino, B.S. Social Studies	Boston College	1968
Katharine I. Cronin, B.S., M.S. in Ed. Librarian	Calvin Coolidge	1965
Sandra P. Curtin, B.S. English	Boston College	1965
Robert R. Deacon, B.F.A., M. Ed. Guidance	Mass. College of Arts Salem State College	1961
Ansi N. DeCesare, A.B., M.A. Head of English Dept.	Calvin Coolidge Boston University	1945
Bruce A. Dewirc, B.S., M.Ed. Social Studies	Boston University Framingham State College	1967
Brenda J. Doherty, A.B. French-Spanish	Regis College	1968
Stanton Donnelly, B.S., M. Ed. Mathematics	Salem State College	1967
Frances D. Drew, B.S. in Ed. Home Economics	Framingham State College	1954
Helen M. Enman, B.S. Science	Framingham State College	1958
Josephine R. Genovese, B.S. Art	Mass. College of Art	1957
Barbara E. Gerry, B.A. Mathematics	University of Massachusetts	1965
Winthrop J. Green, B.A., M.A. Mathematics	University of Massachusetts Staley College	1962
Nora T. Harrison, B.S. English	Lowell State College	1966
David H. Hudson, B.M. Music	New England Conservatory	1968
Harry Jamkochian, B.S. Head of Science Dept.	University of Rhode Island	1959
John J. Kennedy, A.B., M.Ed. Social Studies	Boston College Salem State College	1966
Mary D. LaCouture, A.B. Reading	Regis College	1962
Paulette M. LaPadula, B.S. French-Latin	Boston College	1965
Catherine Linehan, B.A., M. Ed. English	Notre Dame Boston University	1966
Priscilla Lucy, B.S. Typing	Salem State College	1967
Donald J. McCaffrey, A.B., M.A.O. Science	University of New Hampshire Staley College	1967
Katherine E. McCarthy, B.S. Ed., M.Ed. Physical Education	Lowell State College Boston University	1959
Sandra J. Miller, B.S. English	Ohio University	1966
Ruth G. Nelson, A.B., Ed. M. Head of Math Dept.	Vanderbuilt University Tufts University	1958
Rebecca Ovadia, B.A., M.Ed. Reading-English	City College of New York Northeastern University	1968
Mary Pfeil, B.A. Art-French	William & Mary College	1968

Kenneth P. Sanford, A.B., M.A.T. Mathematics	Boston College	1965
Gerald Silverman, B.A., M. Ed. Head of Social Studies Dept.	Ithaca College	1960
Mary Sipsey, A.B., M.Ed. Social Studies	Salem State College	
	Merrimack College	1967
Carolyn R. Sullivan , B. of Ed., M. of Ed. Home Economics	Salem State College	
	Keene State College	1968
Roberta W. Sullivan, B.A. Science	Salem State College	
	Merrimack College	1966
Katherine Sweeney, B.S., Ed. M. Guidance	Salem Teachers College	1940
Anthony Temmallo, B.S., M.Ed. English	Tufts University	
	Boston College	1967
John F. Tracy, B.S., M. Ed. Industrial Arts	Central State College	1968
	Springfield College	
Robert Walmsley, B.S., Ed. M. Industrial Arts	Fitchburg Teachers College	1958
	Salem State College	

#### Bancroft Elementary School

Earl E. Simon, B.S., M.Ed. Principal	Lowell State College	1960
Joyce B. Britton, B.S. in Ed., Ed. M. Grade 5	University of Maine	1968
	Boston University	
Madeline A. Christopher, A.B., M.Ed. Grade 4	Salem State College	1961
Saundra Cohen, A.B. Grade 1	Brooklyn College	1967
Jane Collins, B.S. Grade 3	Lesley College	1962
Janet Cooper, B.A., M.A., M.L. S. Librarian	Western Reserve College	1968
	State University of N. Y.	
	Simmons College	
Hazel Cox, B.S. in Ed. Grade 4	Lowell State College	1960
Bredna Lee Desmarais, A.B. Grade 6	Berkshire Christian College	1968
Alice A. Dunn, B.S. in Ed. Grade 2	Boston College	1954
Marion D.C. Fahey, B.S. Grade 2	Framingham State College	1965
Paula Forrest, B.S. in Ed. Grade 4	Bridgewater State College	1968
Sumner A. Fox, A.B., A.M., C.A.G.S. Grade 6	Colby College	1962
	Harvard Graduate School	
Geraldine Hajjar, B.S. in Ed. Grade 2	Lowell State College	1968
Anne C. Kenney, B.S. Grade 5	West Conn. State College	1968
Maureen T. Mangiaglia, A.B., B.S., Ed. M. Grade 3	Emanuel College	1957
	Salem State College	
Barbara Puzio, B.A., M. Ed. Grade 5	Hunter College	1958
	Northeastern University	

Elizabeth P. Romeo, B.S. Kindergarten	Columbia University	1965
Margaret C. Sawyer, B.S. Grade 3	West Texas College	1966
Mary Lou Shea, B.S. in Ed. Grade 1	Lowell State College	1958
Adeline M. Wright, B.S. in Ed., M. Grade 1	Lowell State College Northeastern University	1937

### Central Elementary School

Catherine M. Barrett Principal	Salem State College	1924
Margaret Bascom, A.B., Ed. M. Grade 2	Mt. Holyoke, Wheelock Boston University	1944
Winnifred Brookover Grade 3	Aroostook State College	1950
Alice L. Carlton, A.B. Librarian	Wheaton College	1968
Mary Collins Grade 2	Fitchburg State College	1935
Marilyn W. Cronin, B.S. Kindergarten	Rhode Island College	1964
Jennie Domingue, B.S. in Ed. Grade 4	Lowell State College	1954
Elizabeth Dowd Grade 5	Lowell State College	1945
Cecilia K. Driscoll, B.S. Ed. Kindergarten (½)	Salem State College	1968
Lois E. Iram, B.S. in Ed. Grade 1	Salem State College	1968
Marjorie Jones Grade 1	Salem State College	1949
Penny Ann Kelley, A.B. Grade 3	Boston University	1965
Dorothy Kyle, B.S. in Ed. Grade 5	Lowell State College	1934
Edna M. Lounsbury Grade 3	Salem State College	1951
Bonnie Jeanne Madden, B.S. in Ed. Grade 2	Lowell State College	1968
Louise McQueston, B.S. Grade 3	Kansas State Teachers	1948
Jean E. Moore, B.S. in Ed. Grade 1	Salem State College	1965
Cynthia C. Noone, A.B., Ed. M. Grade 4	Boston University	1951
Mina Noyes Grade 5	Salem State College	1926
Carol Ann Pattavina, B.S. in E. Ed. Grade 1	Boston College	1968
Dorothy B. Runyan, B.S. in Ed. Grade 2	University of Maine	1951
Elinor Stanley Kindergarten	Lesley College	1951



Helen Thompson Grade 4	Salem State College	1946
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#### Jackson School

Anna Flynn Walsh, B.S., Ed. M. Special Class Head	Lowell Teachers College Boston University	1944
Mary Lou Huffling, B.A. Primary Special Class	Greensboro College	1967
Jane O'Rourke, B.S. in Ed. Adjustment Class	Lesley College	1963
Evelyn Sullivan, B.S. in Ed. Trainables	Lowell State College	1966

#### Henry C. Sanborn School

Joseph M. Normandy, Jr., B.S., Ed. M. Principal	Boston University Boston State College	1951
Hester S. Ames, B. Ed., M. Ed. Grade 5	Plymouth Teachers College Northeastern University	1965
David Amundsen, B.S. Physical Education	University of Massachusetts	1967
Florence Andersen, B.S. Kindergarten (part-time)	Bridgewater State College	1963
Mary T. Bartow, B.A. Grade 1	Keuka College	1964
Jean Beaulieu, B.S. in Ed. Kindergarten	Lowell State College	1962
A. Freda Bisbee Grade 1	Lesley College	1950
Bonnie Jean Browning, B.S. Grade 3	Wheelock College	1966
Mary Lou Carrine, B.S. Grade 2	Danbury Teachers College	1962
Isabel Clayton, A.A., A.B. Grade 6	Peace Jr. College Wesleyan College	1968
Jane DeFranco, B. A., M. Ed. Grade 3	Nazareth College State University of New York	1967
Agnes D. Devejian, B.S., Ed. M. Grade 1	Simmons College Boston University	1960
Virginia A. Finn, B.S. Grade 4	Salem State College	1964
Dorothy Gaffney, B.A. Grade 6	Rivier College	1959
Patricia F. Karl, B.S. in Ed. Grade 6	Lowell Teachers College	1965
Susan Kent, B.S. in Ed. Grade 3	Salem State College	1967
Mary T. LaMedica, B.S. Grade 6	Salem State College	1966
Marie T. McCarron, B.S. Grade 5	Lowell State College	1963
Patricia McGarry, B.S., in Ed. Grade 2	Oklahoma State College	1967

Dorothy Minzner, A.B., M. Ed. Grade 2	Boston University	1953
Robert Mirisola, B.S. Ed., M. A. Grade 5	Salem State College	1967
Eunice O'Hagan, B.S, Ed. M. Grade 1	Lowell State Teachers College	1948
Anne E. O'Neil, B.S. in Ed. Grade 4	Boston University Lesley College	1962
Barbara M. Quinlan, B.A. Librarian	Whitman College	1968
Martha Walsh, B.A.,M. Ed. Grade 4	Guilford College	1963
Leslie Whitley, B.S. Kindergarten	Salem State College Framingham Teachers College	1968

#### Shawsheen Elementary School

Edward Regan, B.S., M.A., C.A.G.S. Principal	Fitchburg State College	1967
Maureen E. Bernard, B.S. Grade 1	Fairfield University Lowell State College	1968
Carlene Darby, B.S. in Ed. Kindergarten	Lowell State College	1968
Kathleen M. Doyle, B.S. in Ed. Kindergarten	Lesley College	1961
Pauline Durgin, B.S., M.A. Grade 5	Lowell Teachers College	1954
Margaret Fingleton, B.A., Ed. M. Grade 5	Calvin Coolidge Boston University	1954
Eleanor T. Finnegan, B.S., M. S. in Ed. Grade 3	Fitchburg College Lowell State Teachers College	1966
Virginia Garland, B.S. in Ed., Ed. M. Grade 4	Fitchburg State College Lowell State Teachers College	1959
Angela Goldsmith, B.S., M. Ed. Grade 2	Northeastern University Salem State College	1967
Martha S. Howe Grade 1	Wheelock College	1946
Rosemary Keene, B.S. Grade 2	Salem State College	1967
Claire Marum, B.A. Librarian	Smith-Radcliffe College	1968
Florence McCarthy, B.S., M. A. Grade 4	Lowell State Teachers College	1937
Jacqueline McGovern, B.S. Grade 1	Calvin Coolidge Lowell State College	1967
Mary Ellen Mullin, B.S. Grade 2	College of Saint Teresa	1968
Eileen H. Palermo, B.S., M.Ed. Grade 3	East Stroudsburg State College Temple University	1968

#### South Elementary School

Walter S. Perkins, B.S., M. Ed. Principal	Northeastern University Boston University	1968
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Janet Baccari, B.A. Grade 5	Merrimack College	1968
Margaret S. Berry Librarian		1968
Deborah Blumberg, A.B. Grade 4	University of Michigan	1967
Irene Crane, B.S. Grade 1	Salem State College	1967
Louise Cullinan, B.S. in Ed. Grade 1	Salem State College	1968
Rita Funi, B.S. in Ed., M.A. in Ed. Grade 2	Lowell State College Columbia University	1968
Sherry Gilman, B.A. Grade 5	University of Massachusetts	1968
Lorane Hajjar, B.S., M. Ed. Grade 4	Lowell State Teachers College Salem State College	1967
Ann L. Hart, B.S. in Ed. Grade 3	State College at Framingham	1968
A. Claire Hart, A.B., Ed. M. Grade 2	Emanuel College Calvin Coolidge	1964
Barbara Johnson, B.S., Ed. M. Grade 4	University of New Hampshire Salem State College	1965
C. Christine Maynard, B.S. in Ed. Grade 2	Boston University	1960
Anne K. O'Connor, A.B. Grade 3	Merrimack College	1967
Sheila M. O'Leary, B.S. in Ed., M. Ed. Grade 5	Lowell State Teachers College Salem State College	1964
Alice G. O'toole, B.A. Grade 3	Trinity College	1955
Gertrude Reoch, B.S. in Ed. Grade 2	Wheelock College	1968
Georgia E. Stanley, B.S. in Ed. Grade 1	Tufts University	1965
Ruth Stebbins, B.A. Kindergarten	University of Massachusetts	1967
Jane Sweet, B.S. in Ed. Grade 6	Bridgewater State College	1954
Elvira D. Usher, B.S., M. Ed. Grade 6	Gorham State Teachers College	1967

#### Stowe School

George Walsh, B.S., M. Ed. Teacher-Principal, Grade 6	University of Dayton Salem State College	1962
Mary C. Boyle, B.S., Ed. M. Grade 6	Lowell State Teachers College Fitchburg Teachers College	1945
Virginia Broe, B.S.E., M. Ed. Grade 6	Boston State College	1967
Rita G. Dubrule, B.S. in Ed. Grade 6	Lowell State College	1962
Norma McCabe, B.S. Grade 6	Lowell State College	1967
Susan Schulman, B.S. Grade 6	Boston University	1968



### West School

Isabelle Dobbie, B.S. in Ed. Principal	Lowell State College	1946
Margaret L. Bradford, A.B., B.D. Kindergarten	Scarritt College	1968
Margaret Calderwood, B.S., M.A. Grade 1	Yale Columbia University	1967
M. Rita Cronin Grade 3	Paterson State College Lowell Teachers College	1949
Eleanor Daniels, B.S. in Ed. Grade 5	Lowell State College	1953
Robert Ford, A.B. Grade 4	Gordon College	1965
Margaret E. Haag, B.S., M.A. Grade 2	State College, Lacrosse, Wisc. Northwestern University	1966
Marylou Jude, B.S. Grade 1	College of Saint Teresa	1968
Julia Lee, B.S. in Ed. Grade 3	Lowell State College	1956
Judith Naill, B.A. Grade 2	Hood College	1967
Claire Nicolosi, B.S. in Ed. Kindergarten	Framingham State College	1967
Roberta O'Rourke, B.S. in Ed. Grade 1	Framingham State College	1968
Janet Russell, B.S. in Ed. Grade 4	Lowell State College	1968
Elaine Sammataro, B.S. in Ed. Grade 2	Lowell State College	1968
Gloria Turgiss, B.S. Kindergarten	Bridgewater State College	1962
Marian T. Vacek, B.S. Grade 5	College of St. Teresa	1968
Irene Walsh, B.S. in Ed. Grade 4	Lowell State College	1954
Natalie K. Winer, B.S. in L.S. Librarian	Simmons College	1968

### West Elementary at West Junior High School

Gladys E. Hart, B.S. in Ed. Head Teacher - Grade 6	Lowell State College	1952
Virginia Castles, B.S. in Ed., M. Ed. Grade 6	Lowell State College Boston College	1968
Charles Donovan, B.S., M. in Ed. Grade 6	University of Massachusetts Salem State College	1963
Frances Honkonen, B.S., in El. Ed. Grade 5	Boston University	1968

## Supervisors and Special Instructions

Joan Ackerman, B.A., M.A. Social Worker	University of Chicago	1967
Linda M. Amundsen, B.M. Music-Instrumental	University of Rochester	1964
Phyllis Jo Anderson, B.S. Jr. High Physical Education	Southern Conn. State College	1968
Anne M. Ballou, A.B. Elementary Art	Randolph-Macon Women's College	1968
Joseph Balsamo Accompanist, Music		1968
Josephine Broadbent, B.S. Hearing & Speech Therapist	Emerson College	1952
Maxine Calt Accompanist, Music		1966
Isabel J. Chlebowski, B.S. Elementary Physical Education	Boston University	1957
J. Everett Collins Music, Vocal		1963
Alice C. Currier, B.S., in Ed., M. Elementary Art	Mass. College of Art Boston University	1963
Marie T.H. Dorion, A.B., Ed.M., C.A.G.S. Elementary French	Boston University	1964
Maurice T. Ferris, B.S., M. Ed. Elementary Physical Education	Ithaca College Salem State College	1968
Annetta R. Freedman, B.S. in Ed., M. Library Coordinator	Ohio State University Boston University	1960
Joel Friedman, B.A., M.S., Ph.D. Consultant Psychologist	Texas Tech. College	1967
Keith H. Gould, B.S. in Ed., M.M. Music, Vocal	Arizona State College Boston University	1959
Edward P. Grigoli, B.M., M.M. Dept. Head Music, Instrumental	N.E. Conservatory of Music Boston University	1958
Mary Guziejka, B.S. in Ed. Elementary Music	Lowell State College	1968
Malcolm Hart, A.B., M.Ed. Elementary Guidance	Merrimack College Boston University	1967
June E. Holt, A.B., M.A. Elementary French	Tufts University Boston University	1960
David Huston, B.S. Elementary Physical Education	Northeastern University	1967
Virginia C. Inman, B.S. in Ed., M.Ed. Remedial Reading	Mansfield Teachers College Boston University	1957
Shelia LaMontagne, M.A., B.A. Remedial Reading	Northeastern University Wellesley College	1967
Jane Markiewicz, B.S. in Ed., M. Remedial Reading	Lowell State College Northeastern University	1968
Thomas R. McKenna, B.A., M.Ed. Elementary Guidance	Suffolk University Boston University	1962
Mildred J. Moore, B.M. Elementary Music-Vocal	N.E. Conservatory of Music	1964
Theresa Murphy, Ed. M., A. B. Remedial Reading - Supervisor	Boston University	1967

Rosemary B. O'Neill, B.A., M.Ed., C.A.G.S. Elementary Guidance	Boston College Boston University	1966
Judith A. Palmer, B.M. Elementary Music	Boston University	1966
Robert Shapiro, B.S., M. Ed. Hearing & Speech Therapist	Ithaca College State College of Boston	1967
Lilian Silsby, B. of Ed., M. of Ed. Elementary Art	Massachusetts Art College Boston University	1968
Nancy Smith, B.S., M.Ed. Remedial Reading (part-time)	Simmons College Northeastern University	1967
Donald Snyder, B.S. Physical Education - Jr. High	Stroudsburg State College	1968
John J. Soltys, Jr., M.D. Child Psychiatrist	Harvard Medical School	1967
Dorothy Stackpole, M.Ed., B.S. Remedial Reading	Boston University	1967
Joan Takesian, B.M.E. Elementary Music - Vocal	Lowell State College	1967
Martin Tarlaian, B.M., M.A. Elementary Music	N.E. Conservatory of Music Teachers College - Columbia	1968
I. Miles Wasserman, B.S. in Ed., Ed. M. Elementary Guidance	Boston University	1968
Linda N. Yee, B.F.A. Elementary Art	Boston University	1968

#### Leave of Absence

Elaine Williams, B.S.	Lowell State College	1962
Francis W. Kennedy Jr., B.A., M.Ed.	Brown University Salem State College	1964

#### Secretaries

##### *Office of the Superintendent of Schools*

Mrs. Higus Asoian	Mrs. Edward Grigoli
Mrs. David Batchelder	Mrs. A.J.A. McMillan
Mrs. George Blaine	Mrs. Carroll Mikonis
Mrs. George Cox	
<i>Andover High School</i>	
Mrs. Francis Connolly	Mrs. Arthur Poschen
Mrs. Wilbur Hixon	Mrs. Malcolm Skinner
Mrs. Charles Howe	Mrs. Charles Sweetser
Mrs. R. F. MacMackin	Mrs. James White
<i>Andover East Junior High School</i>	
Mrs. Charles Bowman	Mrs. James Hedrick
Mrs. Sherman Drake	Mrs. George St. Jean
<i>Andover West Junior High School</i>	
Mrs. William Dolan	Mrs. Donald Spinney
Mrs. Roy Russell	
<i>Bancroft Elementary School</i>	<i>South Elementary School</i>
Mrs. Eric Halbach	Mrs. Curtis Scholtz
<i>Central Elementary School</i>	<i>West Elementary School</i>
Mrs. Francis Bailey	Mrs. Frederick Winn
<i>Henry C. Sanborn School</i>	<i>Cafeterias</i>
Mrs. Paul McVey	Mrs. Elden Salter



*Shawsheen Elementary School*  
Mrs. Raymond Arsenault

### Custodians

#### *Maintenance Men*

Elmer Peterson

#### *Andover High School*

Higus Asoian

Alfred Cartier

Edward Connor

Ralph Couture

Granville Cutler

#### *Andover East Junior High School*

George Connors

Carl Holt

George Krikorian

#### *Andover West Junior High School*

Frank Emmert

Alcide Guillemette

Joseph Hastings

#### *Central Elementary School*

Roland Masse

Norman Ross

#### *Central Boiler Plant and Grounds*

Manuel Silva

#### *Henry C. Sanborn School*

Benjamin Miller

Edward O'Hagan

#### *Shawsheen Elementary School*

Salvatore Malandrino

#### *South Elementary School*

John Darby

Walter Disbrow

#### *Stowe - Central - East Jr. High*

Leo Lynch

#### *West Elementary School*

Francis Henrick

Alfio Sapuppo

Wilfred Laroche

George Locke

Robert McClory

John Murray

James Ruxton

George Legault

Melvin Nicoll

Frank Peterof

John Kiesling

Wilfred Svenson

Leo Slombo

Leo Shiebler

Morris Williams

Terrence Finnerty

Rudolph Johnson

### Bus Drivers

Joseph Brouillard

Raymond Brouillard

Thomas Christopher

Joseph Connor

Donald Craig

Granville Cutler

Sam DeSalvo

George Dumont

John Dumont

Essav Esoian

Richard Finnerty

Gordon Hall

James Nicholas

Forrest Noyes

Frank Peterof

Richard Quinn

Sarkis Sarkisian

Augustine Sheehy

Ablert Vartabedian

Jeffrey Watson

William Watson

Charles W. West

### Other Transportation

Yvonne Dumont

Dorothy Piercy

# THE ONE HUNDRED NINTH COMMENCEMENT EXERCISES OF THE ANDOVER HIGH SCHOOL

June 14, 1968

## Program

PROCESSIONAL — “Priests’ March” from Athalia	Mendelssohn
ORCHESTRA	
PRAYER	REV. J. EDISON PIKE Rector, Christ Episcopal Church President, Trustees of the Punchard Free School
SALUTE TO THE FLAG	STEVEN NORMAN GESING
ORIGINAL VERSE — “To There, with Love”	LINDA JOYCE KOPATCH
MUSIC — “Alleluia”	Randal Thompson
A CAPELLA CHOIR	
ESSAY — “I, a stranger and afraid in a world I never made....” (A.E. Housman)	DAVID MICHAEL KONJOIAN
ADDRESS TO GRADUATES	PHILIP F. WORMWOOD Principal, Andover High School
PRESENTATION OF PRIZES	PHILIP F. WORMWOOD Principal, Andover High School
PRESENTATION OF SCHOLARSHIPS	EDWARD I. ERICKSON Superintendent of Schools
ORIGINAL VERSE — “For the Love of America”	VIRGINIA MITCHELL CAMPBELL
MUSIC — Themes from Mozart Overtures	Arr. by C. W. Johnson
ORCHESTRA	
PRESENTATION OF GRADUATES TO THE SCHOOL COMMITTEE	PHILIP F. WORMWOOD Principal, Andover High School
ADDRESS TO GRADUATES	DR. RICHARD A. KATZ Chairman, School Committee
PRESENTATION OF DIPLOMAS	MRS. R. MILTON COLE MR. WILLIAM A. DOHERTY MR. FREDERICK P. FITZGERALD MR. WILLIAM F. KING Members of School Committee
MUSIC — “Graduation Day”	Sherman
Seniors members of A CAPELLA CHOIR	
ANDOVER HIGH ALMA MATER — “Dedication”	Music by BARRY LOW, Class of 1963 Words by MR. AND MRS KEITH GOULD
BENEDICTION	REV. PAUL T. KEYES St. Robert Bellarmine’s Church
RECESSIONAL — “Pomp and Circumstance”	Elgar
ORCHESTRA	

## Graduating Class of 1968

- |                                |                                |
|--------------------------------|--------------------------------|
| Arlene Barbara Allard          | *† Daniel Train Clark          |
| Kristine Louise Allard         | Wayne Howker Clark             |
| Deborah Esther Allen           | Edward Charles Clukey          |
| Ellen Louise Ammon             | Walter John Cochrane, Jr.      |
| Ruth Ann Anderson              | Vicki Louise Cohen             |
| John William Annis             | Joseph Lemaitre Colaneri       |
| Penny Jean Annis               | Ernest James Collins, Jr.      |
| Paul Frederick Apitz, Jr.      | Patricia Margaret Connolly     |
| Mark Azarian                   | Mary Kathleen Cormier          |
| * Chandler Bailey, Jr.         | William Douglas Costello       |
| Charlyce Ann Bajek             | Mary Jane Couch                |
| Arthur Herne Bartlett          | * Nancy Elizabeth Coulthard    |
| Gwen Lee Batchelder            | Richard Alan Crusius           |
| * Jo Ann Batcheller            | Scott Huntington Currier       |
| Susan Caroline Beanland        | Cynthia Ellen Curtis           |
| Edward Charles Becker          | Lois Gay Dandretta             |
| Kathleen Marie Belanger        | * Elizabeth Mary Dawicki       |
| * Jeffrey Mark Bentley         | Thomas Martin DeBolt           |
| David Carl Berube              | Anne Marie Virginia de Freitas |
| Lynda Marie Birch              | Thomas Joseph Delaney          |
| Kathryn Marie Bono             | Lynne Dianne Delibac           |
| Douglas Clair Boots            | Kenneth Alcide Demers          |
| * Christine Mary Boshar        | Wayne Michael Demers           |
| * Joan Mary Bracken            | Daniel Patrick Denise          |
| Frederick Withrow Bradley, Jr. | Edward Arthur Dewhurst         |
| Michael James Breen            | * Lyn Deyermond                |
| Deborah Leslie Brimblecom      | Carolyn Dale Dimmock           |
| * Corinne Leslie Brimblecom    | Douglas Van Everen Dodd        |
| * Corinne Broderick            | Joseph Bernard Doherty, Jr.    |
| *† Sandra Jean Brouck          | Barbara Ann Douty              |
| Deborah Ann Brown              | † Linda Marie Duchesne         |
| *† Elizabeth Ann Bruner        | Gordon James Duffy             |
| Carol Ann Buccieri             | Louis Victor Dufresne, Jr.     |
| *† Heather Buchan              | Nancy Ann Dufton               |
| Peter Michael Buck             | Bruce James Dyke               |
| Garry A. Burke                 | Judy Claire Earle              |
| John Joseph Burke              | Allen Wayne Eastman            |
| Kevin James Burke              | Susan Elaine Eldred            |
| Patricia Burke                 | Kenneth Edward Erler           |
| Ellen Irene Calcina            | Sheila Patricia Fair           |
| Elaine Frances Campbell        | Nancy Elizabeth Farron         |
| Joan Campbell                  | Michelle Isabelle Ferreira     |
| *† Virginia Mitchell Campbell  | Melanie Jean Fitzgerald        |
| Carlène Margaret Capobianco    | Gregory Chesley Fyfe           |
| Kerry Frances Carter           | Donna Hope Galber              |
| Dianne Lynn Chalifour          | Edward Patrick Joseph Garon    |
| Catherine Elizabeth Chambers   | Cynthia Jane Gaudet            |
| Kenneth Stanley Chlebowski     | David Paul George              |

James Vincent Geraughty, III



Steven Norman Gesing  
 Sharon Irene Gilman  
 David Fraser Gilmore  
 Ellen Nancy Goldman  
 Alan Thomas Gorrie  
 Marc Gerard Goulet  
 Alfred Lloyd Greeley  
 \*† Gary Vaughn Gulezian  
 \*† Joseph Andrew Hadam  
 Nancy Lynn Haggerty  
 Louise Sarah Hall  
 Nancy Carol Hall  
 † Warren Richard Ham  
 Jane Hamilton  
 \*† Joyce Marie Hannan  
 Mary-ellen Harmon  
 Priscilla Colman Harris  
 Richard Eldridge Hatch  
 \*† Candace Barbara Hatfield  
 John Vincent Hawley  
 Barbara Anne Haywood  
 Debra Sue Heffron  
 Kenneth Frank Hemsworth  
 \* James Joseph Hershon  
 Nancy Marie Hickey  
 Paul Eric Hills  
 John Manning Hogan  
 Cheryl Lee Holt  
 Janice Miriam Holter  
 Brian Francis Horton  
 Hannah Howard  
 Linda Jean Hughes  
 \* Carol Ann Huot  
 Craig Arthur Hurst  
 Brenda Jackson  
 William Michael Jackson  
 \* Judith Anne James  
 Barbara Elizabeth Jameson  
 Helen Ingrid Jehl  
 Lynda Marguerite Johnson  
 Leslie Marian Joy  
 Jean Ellen Keith  
 Karen Kirk  
 \*† Pamela Amanda Koester  
 \*† David Michael Konjoian  
 † Linda Joyce Kopatch  
 Matthew Frederick Krauss  
 Kathy Ann Lalonde  
 Richard Ernest Landry  
 \* William Charles Langdell  
 Glen Philip Lawrence  
 Lance Douglas Ledbetter  
 Janice Rosemary LeGendre  
 Jean Paul Robert Leger  
 James Douglas Leno  
 Christina Lindholm

\* Carol Rae Lichtman  
 Christina Lindholm  
 Laurence Mark Loew  
 \*† Wayne Vartan Loosigian  
 Charles James Lundergan, Jr.  
 Kathleen Lynch  
 Margaret Mary Lynch  
 \*† Douglas Miles MacDonald  
 Pamela Ann Mackay  
 Betsy Ann MacMackin  
 \*† Marie Ellen Maesano  
 Deborah Smith Maher  
 David Bruce Manning  
 Stephen Robert Marden  
 Gregory Joseph Markham  
 Stephen Payne Martellini  
 † Patricia Ann Martellucci  
 Arthur Edward Massaro  
 Michael Haddon Maynard  
 Linda Jean McCann  
 Edward Joseph McCarthy  
 Thomas Michael McCarthy  
 Catherine Elizabeth McDonald  
 \*† Patricia Anne McDowell  
 Anne Marie McEneaney  
 Mary Josepha McEvoy  
 Timothy Joseph McQuade  
 Wayne Alan Medeiros  
 Robert Earle Mellett  
 Robert Merrill  
 David Senzio Messina  
 Jan Elizabeth Mizell  
 \* Claudia Paranhos Moniz Freire  
 \* Nancy Jane Mooney  
 Richard Francis Morrissey  
 George Gregory Moss  
 \*† William Gordon Muller  
 \*† Kenneth Neil Musen  
 \*† Carol Ann Nardoza  
 Carole Norma Nault  
 Philip Charles Newcomb  
 Jan Walter Newlouse  
 Susan Gay Nichols  
 Carole Louise Nikonchuk  
 Kathleen Mary Noonan  
 Janice Ann Norris  
 Robert Harold O'Brien  
 Karen Virginia Clara Ogden  
 Thomas Guiney O'Leary  
 Jane Agnes O'Neill  
 Cynthia Jane Orlando  
 Brian Ota  
 William John Ouellette  
 \*† Catherine Marie Palmer

Richard Allen Parent  
 Nancy Ellen Parisi  
 David Alan Paulekas  
 \*Susan Irene Paulekas  
 \*†Nancy Louise Peatman  
 Gayle Leah Pettoruto  
 Karl Friedrich Pfeil  
 Nancy Ann Porter  
 Martin Post  
 Norma Margaret Randall  
 Jerry-Lynn Reece  
 Nancy Helen Reidy  
 Melvin Richard Richard, II  
 Kimberly Ellen Richards  
 Wendy Ellen Richards  
 Bruce Gordon Robb  
 Denise Marie Robertson  
 \*†Brigid Kathleen Robinson  
 \*Deirdre Eileen Robinson  
 Marjorie Jean Rockwood  
 Richard Arthur Roy  
 David Mark Rozen  
 Karen Frances Russell  
 Philip Roundy Russell  
 Lee Michael Russem  
 Arthur Sadowski  
 \*†Linda Susan Sagaser  
 \*Diane Persis St. Germain  
 Peter St. Jean  
 Robert Edward Sattin  
 James Wendell Saunders  
 Carl Francis Savinelli  
 \*Gloria Theresa Sciuto  
 Robert Ashton Scott  
 James Philip Scuderi  
 Rosemary Jane Seccareccio  
 Mathyle Cyril Shartar  
 Paul Joseph Silva  
 Scott Kent Silverman  
 Paul Michael Simeone  
 Michael Peter Sirois  
 Donald Jay Smith  
 Steven Allan Smith  
 \*JoAnn Somers  
 William Arthur Southward  
 \*William Gordon Spencer  
 Donna Elizabeth Spinney  
 Susan Anne Stahley  
 \*†Susan Gale Stansfield  
 Catherine Ann Steele  
 Mary Elizabeth Ann Steele  
 Ruthann Marie Stevens  
 \*†Janice Elaine Stewart  
 George Charles Stroud

Leo Augustine Sweeney  
 William Charles Tarbox  
 Richard James Tassinari  
 Ann Margaret Tellier  
 Edward Wayne Thompson  
 Patricia Thompson  
 David Allen Thresher  
 Albert Daniel Tobin  
 Randall Douglas Towne  
 Lewis Clayton Trumbore  
 Thomas Earl Tsepas  
 William Asa Twigg  
 Jane Ellen Valentine  
 \*Susan Marie Vanasse  
 Gary Richard Vivian  
 Denise Marie Vocell  
 Betsy Blanche Vogt  
 Susan Foster Vogt  
 \*†Linda Alele Wacholder  
 Joseph Frank Wesolowski  
 Carol Ann West  
 Lawrence Dewing Westfall  
 \*†Linda Lee Whitney  
 Catherine Jean Williams  
 Dana Timothy Wilson  
 Brian Patrick Winters  
 Terry Lynn Wisenbaker  
 Theodore Davis Witman  
 Peter Wojtkun  
 \*†Barbara Ethel Young

#### Receiving Diplomas Post Comites

Norman Raymond Arsenault  
 Michael Chamberlain  
 William Christie, Jr.  
 Norman Scott Davidson  
 Karen Jean Skinner  
 Susan Sherry Stowell

\* Members of National Honor Society  
 † Graduating with honors

# HONORS



NAME	HONORS IN
CANDACE B. HATFIELD	English French Mathematics Social Studies Spanish
HANNAH HOWARD	Art
CAROL A. HUOT	Bookkeeping Office Practice Shorthand Typewriting
JUDITH A. JAMES	English
BARBARA E. JAMESON	Art
PAMELA A. KOESTER	Instrumental Music Mathematics
DAVID M. KONJOIAN	English Mathematics Physical Education Science Social Studies
LINDA J. KOPATCH	Art Spanish
LAURENCE M. LOEW	Mathematics
WAYNE V. LOOSIGIAN	Mathematics Physical Education
DOUGLAS M. MACDONALD	English Physical Education Social Studies
MARIE E. MAESANO	Social Studies
DEBORAH S. MAHER	Bookkeeping Office Practice
PATRICIA A. MARTELLUCCI	Office Practice
MICHAEL H. MAYNARD	Art
LINDA J. MCCANN	Shorthand
EDWARD J. MCCARTHY	Physical Education
PATRICIA A. MCDOWELL	Choral Music English
WILLIAM G. MULLER	Mathematics
KENNETH N. MUSEN	Mathematics Science Social Studies

CAROL A. NARDOZZA	English Mathematics
JAN W. NEWHOUSE	Mathematics
SUSAN G. NICHOLS	Art
ROBERT H. O'BRIEN	Physical Education
CYNTHIA J. ORLANDO	Bookkeeping
CATHERINE M. PALMER	English French Latin
MARTIN POST	Mathematics
BRIGID K. ROBINSON	English Mathematics Physical Education
DEIRDE E. ROBINSON	Physical Education
MARJORIE J. ROCKWOOD	Instrumental Music
DAVID M. ROZEN	Art
LINDA S. SAGASER	English French Mathematics Physical Education Science Social Studies
DIANE P. ST. GERMAIN	Mathematics
ROBERT E. SATTIN	Mathematics
GLORIA T. SCIUTO	French
MATHYLE C. SHARTAR	Mathematics
JANICE E. STEWART	Mathematics
EDWARD W. THOMPSON	Instrumental Music
LEWIS C. TRUMBORE	Mathematics
LINDA A. WACHOLDER	Mathematics Social Studies
CAROL A. WEST	Instrumental Music
LINDA L. WHITNEY	English Mathematics Physical Education Social Studies
CATHERINE J. WILLIAMS	Social Studies



## PRIZES - AWARDS

### FOR GRADUATION



The Harvard Club Prize Book to the Junior boy who qualifies as the best all around member of his class.

Book — Stephen Bull, III

The William A. Doherty (Class of 1925) Prize, for the member of the Senior Class, who, in the judgment of the headmaster, has best exemplified the ideals of character and unselfishness in the furtherance of the interest of the school.

\$5.00 awarded to Joseph Doherty, Jr.

Two prizes for improvement in Mathematics during the year to be given to the members of the Senior Class in honor of and in memory of Lt. Commander Allen C. Edmands, Class of 1929.

\$15.00 awarded to Edward Clukey

\$10.00 awarded to Christine Boshar

The American Legion Post Prize for Excellence in the study of the Constitution of the United States

\$8.00 awarded to Robert Frishman

An Award by the Andover Consumers Co-operative, Inc. to the girl in the Senior Class who has shown the greatest improvement in Home Economics.

\$50.00 awarded to Nancy Hall

The Conroy Prizes for the best extemporaneous essays by Seniors, given by the late Dr. Edward C. Conroy, former Chairman of the School Committee.

\$8.00 awarded to John Hogan

\$4.00 awarded to David Gilmore

An Award given by a friend to the boy in the Senior Class who has shown the greatest improvement in Industrial Arts.

\$25.00 awarded to Thomas McCarthy

Three prizes given by the Spanish Club.

For excellence in Spanish III

\$50.00 awarded to Linda Kopatch

For excellence in Spanish III

\$50.00 awarded to Elizabeth Dawicki

For excellence in Spanish II

\$50.00 awarded to Pamela Koester

Andover Teachers Association Prize for Excellence in Choral Music.

\$5.00 awarded to Deborah Allen

Andover Male Choir Prizes for Excellence in Choral Music.

\$10.00 awarded to Kevin Burke

\$10.00 awarded to Barbara Haywood

The Miriam Sweeney McArdle Music Award for the most outstanding musician in the graduating class.

\$10.00 awarded to Wayne Thompson

Andover High School Music Department Prize for Excellence in Choral Music.

\$25.00 awarded to Steven Gasing

Andover High School Music Department Prize for Excellence in Instrumental Music.

\$25.00 awarded to John Burke

Band Parents Association Prizes for Excellence in Band Music.

\$40.00 awarded to Carol West

\$40.00 awarded to Marjorie Rockwood

\$40.00 awarded to Pamela Koester

\$40.00 awarded to Wayne Thompson

\$40.00 awarded to Gary Gulezian

### SCHOLARSHIPS

The Hinchcliffe Scholarship, through the Trustees of the Punchard Free School, awarded to a deserving student of the graduating class who has received a diploma and is anxious to pursue his studies in a higher institution of learning or in a professional school.

\$300.00 awarded to Elizabeth Bruner

\$300.00 awarded to Joseph Hadem

The Draper, Bell, Chapin and Gutterson Scholarship, through the Trustees of the Punchard Free School, awarded to a deserving student of the graduating class who is anxious to pursue his or her studies in a higher institution of learning.

\$275.00 awarded to James Hershon

The Andover Boosters' Club Scholarships, awarded to six students who have shown worthy quali-

ties of leadership and character and a satisfactory academic record.

\$100.00 awarded to Barbara Young  
The Andover High School Student Council Scholarship to a boy or girl who has not only achieved a "B" average in academic subjects, but who has also had an excellent citizenship record.

\$250.00 awarded to Joseph Doherty  
The Andover Male Choir Memorial Scholarship, to be awarded to a senior music student who will continue active participation in music as he furthers his education beyond high school.

\$100.00 awarded to Patricia McDowell  
The Avco Missile Systems Division Scholarship to be awarded to a graduating senior who desires to pursue a course of higher education in the technical sciences and who has demonstrated financial need and proven scholastic achievement.

\$400.00 awarded to Pamela Koester  
The Demoulas Foundation Scholarship to be awarded to a graduating senior who is planning to further his education, who has a high scholastic standing, and who shows financial need.

\$250.00 awarded to Catherine Palmer  
The Kiwanis Club of Greater Lawrence Scholarship.

Awarded to Steven Gasing  
The Reed Sargent Memorial Scholarship, given by his parents, Mr. and Mrs. Earl M. Sargent, in memory of their son, a member of the Class of 1968, who lost his life in an automobile accident during his sophomore year.

\$500.00 awarded to Steven Gasing  
The Charles Mourikas Memorial Award, given to a deserving member of the senior class who is planning to further his education in a higher institution of learning.

\$300.00 awarded to Linda Sagaser  
The Fred L. Collins Memorial Scholarship, given in fond memory by his many friends and former associates in the Andover Public Schools, awarded to that member of the graduating class whose character, attitude, and sincerity are combined with a strong desire to further his or her education.

\$350.00 awarded to Wayne Loosigian  
The Charles Mourikas Memorial Scholarship, given by the staff of the yearbook to a deserving member of the graduating class who plans to further his or her education.

\$200.00 awarded to Deborah Brimblecom  
The Reed Martin Sargent Memorial Scholarship,

given by the staff of the yearbook to a deserving member of the graduating class who plans to further his or her education.

\$200.00 Edward Dewhurst  
A scholarship, given by the staff of the yearbook to a deserving member of the graduating class who plans to further his or her education.

\$100.00 awarded to Laurence Loew  
\$200.00 awarded to Brigid Robinson  
\$150.00 awarded to William Langdell  
\$150.00 awarded to Sandra Brouch  
\$100.00 awarded to Marie Maesano  
\$100.00 awarded to Susan Paulekas  
\$100.00 awarded to William Spencer

The Andover Service Men's Fund Scholarship, awarded to a member of the graduating class whose father or mother served in any military unit, or who otherwise qualified.

\$200.00 awarded to Lyn Deyermond  
\$200.00 awarded to Joyce Hannan  
\$150.00 awarded to Nancy Mooney  
\$150.00 awarded to Heather Buchan

The Varsity Club Charles A. Gregory Memorial Scholarship, awarded to a deserving member of the Varsity Club.

\$250.00 awarded to Steven Gasing  
The Varsity Club Scholarships, awarded to one deserving member of the Varsity Club and one deserving student in the graduating class.

\$100.00 awarded to Nancy Dufton  
\$100.00 awarded to Janice Stewart

The Shawsheen Village Women's Club Scholarships to two deserving high school seniors who plan to further their education.

\$200.00 awarded to Judith James  
\$200.00 awarded to Richard Tassinari

The Andover Education Association Memorial Scholarship in memory of Mervin E. Stevens, awarded to a graduating senior who is planning to further his or her education for a teaching career.

\$200.00 awarded to Susan Vanesse  
The Andover Education Association Memorial Scholarship in memory of Mary E. G. Burke, awarded to a graduating senior who is planning to further his or her education for a teaching career.

\$200.00 awarded to Barbara Young.  
The Andover Education Association Memorial Scholarship in memory of Bernard M. Kellmurray, awarded to a graduating senior who is planning to further his or her education for a teaching career.



\$200.00 awarded to Carol Nardoza.  
The Nathan C. Hamblin Memorial Scholarship Award, given by the Punchard High School Alumni Association, to be awarded by the Scholarship Committee, based on need, scholarship and school citizenship.

\$200.00 awarded to Deirdre Robinson  
The National Honor Society of Andover High School Scholarship, given to a deserving member of the senior class, preference to an active member.

\$150.00 awarded to Carol Lichtman  
The Andover Council of Knights of Columbus Scholarship, awarded to a boy who has shown achievement in scholarship and athletics.

\$100.00 awarded to Michael Sirois  
The November Club Esther B. Smith Art Scholarship Awards for outstanding work in the Creative Art Course in Andover High School.

\$300.00 awarded to Michael Maynard

\$ 50.00 awarded to Linda Kopatch

The Andona Society Scholarships, awarded to two Andover High School graduates who indicate a definite talent or ability, who show financial need, and whose character, scholarship ability and grades indicate the desire and ability to further their educations.

\$750.00 awarded to Patricia McDowell

\$750.00 awarded to Gary Gulezian

The Andover Grange, Patrons of Husbandry, No. 183, Scholarship to a deserving graduate of Andover High School who is desirous of furthering his or her education in the following categories:

1. Agriculture or Home Economics
2. Nursing
3. Teaching

\$50.00 awarded to Nancy Peatman

The West Andover Community Association Scholarships, to be awarded to three members of the graduating class who show qualities of leadership, ability or talent, and need.

\$500.00 awarded to Linda Whitney

\$500.00 awarded to David Konjoian

\$500.00 awarded to William Muller

The Andover High School Service Club Scholarship, to be awarded to a deserving member of the graduating class, preference to be given to Service Club members.

\$100.00 awarded to Jo Ann Batcheller

The Andover High School Future Teachers of America Scholarship, to be awarded to a member of the graduating class who has intentions of entering the educational field.

## AWARDS AT FINAL 9th GRADE ASSEMBLY

JUNE 20, 1968

<b>East</b>	<b>West</b>
<b>Junior High School</b>	<b>Junior High School</b>

### HONOR AWARDS

Mary Jane Costello	Paul Winters
Gail Morreo	
Diane Steen	
Janice Tomlinson	
Jeanne Wormwood	
Jennifer Zollner	

### PRINCIPAL'S AWARDS

Thomas Hannigan	Richard McKallagat
Melissa Sherman	Christina Sanderson

### V.F.W. POST NO. 2128 AWARDS

(In memory of P.F.C. Alexander S. Waldie and all deceased members)

Ann Marie Bailey	Scott Provenchal
Kevin Connors	Sandra Strauss
Jeanne Wormwood	

### D.A.R. MEDALS

Susan Hopley	Alan Hill
L. Steven Lanier	Janice Oldaker

### JOHN GRECOE AWARDS

Patricia Morin	Maureen Culbert
Arthur Nichols	

### CARL GAHAN AWARDS

Robert L. Carter	
Bruce A. Reynolds	

### MIRIAM McARDLE AWARDS

Charles Cataldo
Scot Provenchal

### L. EVELYN PARKER AWARD

Robert Barry	
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### FACULTY AWARDS

Stephen Jackson
Mary Lyman





